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ABSTRACT

This handbook was written in order to assist Articulation Officers and others involved in the articulation process in California institutions of higher education. It is intended to be a guideline and comprehensive resource of articulation policies and practices. In California there are four postsecondary educational segments comprised of: (1) Ten campuses of the University of California providing undergraduate and graduate programs through the doctorate, as well as professional schools; (2) 23 main campuses of the California State University providing undergraduate and graduate programs through the Master's Degree; (3) 108 California Community Colleges whose dual missions are to provide vocational education, and the lower division preparation for transfer to four-year colleges and universities; and (4) Approximately 90 degree-granting independent colleges and universities. Course articulation agreements between California's two-year and four-year institutions are classified into the following areas: (1) Courses Accepted for Baccalaureate Credit; (2) Transferable Credit Agreements; (3) General Education-Breadth Agreements; (4) Course-to-Course Agreements; and (5) Lower-Division Major Preparation Agreements. The Handbook is divided into chapters that describe affiliated or associated organizations and define course articulation agreements. The document also offers a chapter for each educational segment, and includes a general model for that segment's articulation process. Agreements, guidelines, course lists, and related Web site links are appended. (NB)

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Handbook of California Articulation Policies and Procedures (2001 edition) (PDF, 280 KB Note: For faster download times link to individual chapters below)

This Handbook of California Articulation Policies and Procedures has been written to assist Articulation Officers, and all others involved in the articulation process. It is a comprehensive resource of articulation policies and practices for California's postsecondary educational institutions. It establishes common language and definitions of terms, includes explanations of systemwide policies, conceptual models, campus-specific practices, explanations of CAN, ASSIST, and IGETC, and examples of articulation agreements.

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Chapter II: Affiliated or Associated Organizations

Chapter III: Classification of Course Articulation Agreement

Chapter IV: Intersegmental General Education Transfer Curriculum

Chapter V: University of California

Chapter VI: California State University

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Acknowledgements

The first edition of the ***Handbook of California Articulation Policies and Procedures*** was written in 1986 and produced under the auspices of the Intersegmental Coordinating Council to recognize and emphasize the importance of articulation in the transfer process. It outlined segmental policies and established, for the first time, guidelines for the development of formal articulation agreements between postsecondary educational institutions in California. In 1989 the Intersegmental Coordinating Council sponsored a revision and expansion of the original ***Handbook.***

The task of updating and revising the 1995 and 2001 editions of the ***Handbook*** was undertaken by an intersegmental subcommittee of the **California Intersegmental Articulation Council (CIAC)** in collaboration with the Intersegmental Coordinating Council (ICC), the California Community Colleges (CCC), the California State University (CSU), the University of California (UC), the Association of Independent California Colleges and Universities (AICCU), the California Articulation Number (CAN) System and Articulation System Stimulating Intersegmental Student Transfer (ASSIST).

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Chapter I: Introduction

About This Handbook

This ***Handbook of California Articulation Policies and Procedures*** has been written to assist Articulation Officers and others involved in the articulation process. It is intended to be a guideline and comprehensive resource of articulation policies and practices for California's postsecondary educational institutions. It establishes common language and definitions of terms, includes explanations of system-wide policies, conceptual models, explanations of CAN, ASSIST, and IGETC, and examples of articulation agreements, glossary of terms and acronyms.

In California there are four postsecondary educational segments comprised of:

A. Ten campuses of the University of California providing undergraduate and graduate programs through the doctorate, as well as professional schools.

B. Twenty-three main campuses of the California State University providing undergraduate and graduate programs through the Master's Degree.

C. 108 California Community Colleges whose dual missions are to provide vocational education, and the lower-division preparation for transfer to four-year colleges and universities.

D. Approximately 90 WASC accredited degree granting independent colleges and universities.

There are also a large number of private, non-accredited, but state-approved, schools that provide career or occupational instruction. Credit may be accepted on a provisional basis subject to validation as prescribed by the receiving institution.

The size, complexity, and diversity of postsecondary education in California has necessitated the ongoing development of articulation policies and procedures. This enables students to transfer between and among these segments and to streamline the transfer process.

Definition of "Articulation"

When the word "articulation" is used in education, it often has different meanings and connotations, depending on the setting. Articulation, for purposes of this Handbook, however, refers specifically to **course articulation**—that is, the process of developing a formal, written and published agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

Role of Faculty in the Articulation

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the **faculty** at the respective institutions. Faculty in each discipline are responsible for the review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this review, identification, and formal written acceptance process has occurred, a course (or set of courses) is said to have been "articulated." Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.

It is important to note that articulated courses are not to be construed as "equivalent" but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. It is important to note that changes in courses at either institution may affect the articulation and should be communicated to the other campus in a timely fashion and periodic changes should be reported formally with each new academic year or catalog cycle, via a curriculum update. All members in this partnership share in the vital role of determining appropriate course equivalency.

This process of course articulation between and among campuses is the foundation of the vital "transfer" function in California. The public institutions publish this information via the ASSIST and CAN Web sites. This enhancement provides articulation information 24 hours a day, seven days a week. Course articulation is the "roadmap" by which students and counselors "navigate" the transfer process. It creates a seamless curriculum that allows a smooth academic transition and progression between the segments of higher education in California.

Role and Responsibilities of an Articulation Officer

The process of faculty review leading to the articulation of courses between institutions is coordinated, facilitated, and published by the **Articulation Officer** on each campus. The campus Articulation Officer is a vital, professional-level role requiring an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires the ability to quickly analyze, comprehend, and explain the nature of articulation issues to the respective parties, diffuse conflict, and diplomatically negotiate and implement resolutions.

Specifically, the Articulation Officer:

A. **Initiates faculty-approved articulation agreements** between institutions of higher education.

B. Serves as a **consultant** to faculty and academic units, providing needed materials, and information about course articulation proposals and acceptances.

C. Serves as an **advocate for the faculty** and campus academic programs.

D. Serves as an **advocate for the other articulating institution**, responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.

E. Serves as a **moderator and mediator** of problems or disagreements between the faculties of the home campus and the articulating institutions.

F. Serves as the **campus liaison to the segmental system-wide office** – often responsible for disseminating policy changes and update information.

G. Serves on appropriate **campus committees** such as General Education, Curriculum, Academic Policies, Catalog, etc. to provide input and to receive information about proposed changes in campus policy and curriculum.

H. **Monitors each stage of the articulation process** and follows up with departments and/or faculty for timely responses and decisions.

I. **Manages and updates campus articulation data** and information.

J. **Disseminates current, accurate, articulation data** to appropriate departments, staff, students, and campuses.

K. **Attends and participates in conferences and workshops** on articulation issues.

L. **Facilitates campus participation in intersegmental programs** (i.e., CIAC, CAN, ASSIST, ICC, ICAS, counselor conferences, and segmental meetings).

M. **Is a well-informed resource person** for campus faculty, administration, counseling, advising staff, and students on curriculum, articulation, and related matters.

N. **Gatekeeper** of course outlines, IGETC, CSU GEB, baccalaureate lists, TCA lists, CAN, and ASSIST.

O. Proactive agent for **enhancing, improving existing articulation**.

P. Is an **advocate for the transfer student** and seeks to ease the transfer process.

Chapter II:
Affiliated and Associated Organizations

The articulation community works with many other associations around the state to accomplish the mission of facilitating seamless transfer between institutions. Our partners are diverse and each plays an important role in the success of the transfer student. Partnerships throughout the state often work so well as to be invisible but they are nonetheless essential to complete our joint missions.

California Intersegmental Articulation Council (CIAC)

The California Intersegmental Articulation Council (CIAC) is a voluntary, professional organization of postsecondary articulation personnel. The purpose of CIAC is to serve as a statewide forum for the discussion and resolution of transfer, articulation, and curricular issues and concerns.

The statewide organization is divided into Northern and Southern Councils (NCIAC and SCIAC). The Chairs of these two councils serve as the CIAC Co-Chairs. Regional groups also play an important role in the organization. NCIAC is divided into four regional areas; SCIAC is divided into five regional areas. Regional groups and Northern and Southern Councils meet at least twice during the academic year. CIAC holds its statewide conference every Spring.

The aim of CIAC is to facilitate the progress of students between and among the segments of postsecondary education in California. It provides channels of communication among the postsecondary segments, and promotes the role, functions and support of articulation by working with segmental offices, statewide faculty senates, and member institutions. CIAC has four standing committees to facilitate these efforts: Newsletter, Issues, Grants, and Professional Training and Mentoring.

Membership in CIAC is open to any college or university in California that is accredited, or is a candidate for accreditation, by a regional accrediting agency such as the Western Association of Schools and Colleges.

History of CIAC

There has been a long tradition of articulation efforts in California, dating back to 1919 when representatives from the University of California and state high schools met to discuss areas of concern. Participation in these meetings, known as articulation conferences, was expanded to include junior college representatives in 1932, and state college representatives in 1944. In 1969, AICCU representatives were invited to join the other segments. In 1984, The Articulation Council of California, was formed. In the late 1980s, the Intersegmental Coordinating Committee (ICC) of the California Education Round Table assumed the activities of the Articulation Council of California.

In 1991, 4-year Articulation Officers met in both the North and South to discuss the need for a statewide organization where specific articulation issues could be addressed. In 1992, two surveys were conducted to determine whether or not Articulation Officers wanted to form a statewide council, with a northern and southern component. The response on both surveys was overwhelmingly positive. On March 31, 1993, Articulation Officers from all segments in the state met in Irvine and voted to create the California Intersegmental Articulation Council.

Bylaws for both SCIAC and NCIAC were written and adopted by January 1994. The first issue of the Articulated Voice was published in spring 1994. On April 12, 1994 at the California Community College Megaconference in San Jose, 93 Articulation Officers participated in the first CIAC annual conference where the CIAC bylaws were formally adopted.

California Articulation Number System (CAN)

The California Articulation Number (CAN) System is a cross-reference course numbering system designed to identify courses of comparable content, maintain standards of academic rigor for those courses, and insure their transfer between and among participating institutions. The System streamlines the articulation process by eliminating the need for every campus in the State to articulate their courses with every other campus in order to provide needed transfer and articulation information to prospective transfer students.

The CAN System is based on the development of formal, written faculty approved articulation agreements between campuses. In order to qualify to use a CAN identifier, each course at both two- and four-year campuses, must be formally articulated with four California public four-year institutions. Once the articulation has been developed and bilaterally approved, the course qualifies to carry a "CAN." Qualifying to carry a CAN identifier on a course 1) entitles the campus to automatic articulation with all other campuses who have also qualified to use that CAN, whether or not they have developed articulation directly with that campus, and 2) requires the campus to accept courses in transfer from all other campuses that have also qualified to use that CAN, whether or not they have developed articulation directly with that campus. CAN qualified courses are listed in college catalogs following the campus course description.

CAN became an official intersegmental program on July 1, 1985 and has remained a joint effort of the California Community Colleges and the California State University. The CAN Board of Directors, comprised of faculty, articulation officers, and administrative representatives from the University of California, the California State University, the California Community Colleges, the private/independent sector, the California Postsecondary Education Commission, and ASSIST formulate policy and monitor the implementation of the program statewide.

All courses included in the number system are lower-division, transferable courses commonly offered on most college campuses. Upper-division and non-baccalaureate-level courses are not included in the system.

The CAN System has developed a website (www.cansystem.org) that provides detailed information about the disciplines included in the system, the campuses who participate, and the courses they have identified and qualified to carry CAN's. A comprehensive "Guide" is also available that explains in detail how the system works. The Guide also contains a list of the disciplines included in the system, as well as course descriptions for each course, and detailed instructions for the use of and participation in the CAN System. A catalog of approved CAN courses is published and distributed annually and can also be accessed on the website. Requests for copies of the Guide catalogs, as well as inquiries and questions about the program, may be directed to the program headquarters.

California Articulation Number System
555 University Avenue, Suite 210
Sacramento, CA 95825
Telephone: (916) 274-0430 • FAX: (916) 649-8260

ASSIST

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is a computerized information system that provides students with detailed course transfer and articulation information to help them plan their academic careers, facilitate a seamless transfer process, and reduce the number of redundant courses they may take as they move from community colleges to universities.

ASSIST is endorsed by the California Education Roundtable as the State's official statewide source for course articulation information and is freely available to all students, faculty and staff via the Internet at www.assist.org . Daily operations of ASSIST are supported by the ASSIST Coordination Site located in Irvine.

The ASSIST database includes all of the most current official articulation agreements that every CSU and UC campus has established with any of the 108 California Community Colleges.

The ASSIST database also includes the following complete and historical information for all 108 California Community Colleges:

- UC Transferable Course Agreements
- CSU Baccalaureate Course Lists
- IGETC Course Lists
- CSU GE Certification Course Lists

In addition to the ASSIST web site for public access to viewing information in the database, the ASSIST Coordination Site also supports the ASSIST Curriculum Update System and the ASSIST Articulation Maintenance System. Each public college and university uses these two systems to enter and update curriculum and articulation information in the ASSIST database. Curriculum data is updated 4 times per year (before the start of each term) and articulation data is updated throughout the year and universities can publish updates on a nightly basis. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST contacts at the respective institutions involved in the agreement.

Questions regarding ASSIST should be directed to:

ASSIST Coordination Site
820 University Tower
Irvine, CA 92697-1005
Telephone: (949) 824-4385

California Postsecondary Education Commission (CPEC)

Established in 1974 by State law as California's planning and coordinating body for higher education under the provisions of the State Master Plan for Higher Education, the Commission serves a unique role in integrating fiscal, programmatic, and policy analysis about California's entire system of postsecondary education. The Commission is charged by law to, "assure the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation and responsiveness to student and societal needs."

Among the Commission's responsibilities are:

Long-range planning,
Policy development and analysis,
Program administration,
Review of new campuses and off-campus centers,
State clearinghouse for information on higher education.

The Commission consists of 16 members, nine of whom represent the general public, five who represent the major systems of California education (the California Community Colleges, the California State University, the University of California, the independent colleges and universities, and the State Board of Education), and two student representatives.

Intersegmental Committee of Academic Senates (ICAS)

The Intersegmental Committee of Academic Senates (ICAS) is comprised of faculty members from the California Community Colleges, California State University, and the University of California. In recent years, ICAS and CIAC have developed a growing partnership to identify and resolve barriers to transfer and to improve the success of students transferring from the community colleges to the universities.

The IMPAC Project is an initiative of the Intersegmental Committee of Academic Senates representing the faculty of the University of California, California State University, and California Community Colleges, through their respective Academic Senates. The project is coordinated through a steering committee that includes faculty and staff appointed by the three academic senates, representatives from California Articulation Numbers (CAN) System, ASSIST (the statewide articulation repository) staff, and representatives of the California Intersegmental Articulation Council (CIAC).

IMPAC has as its goal the improvement of student transfer through increased awareness and involvement of faculty and seeks to ensure that all students are well prepared for upper division work. Students should be able to avoid unnecessary course work prior to transfer, assure that all required courses are taken before transfer, and not have to repeat courses taken at the community college in preparation for the major.

The two specific objectives of IMPAC are:

- The creation of a common understanding of the major preparation including key components of the lower division curriculum; and
- The establishment of a system of state and regional intersegmental faculty dialogues, by discipline and among related disciplines, to address curriculum issues related to articulation and transfer.

IMPAC seeks to achieve the general objectives of increasing intersegmenal faculty collaboration, strengthening the alignment of curriculum and the rigor of its delivery, building trust among faculty of the three segments, and serving students whose education is a shared mission of both the sending and receiving institutions.

Intersegmental Coordinating Committee (ICC)

The Intersegmental Coordinating Committee (ICC) is the programmatic arm of the Round Table. Composed of staff, faculty, and student representatives from all sectors of education, the ICC has responsibility for fostering collaboration within California's educational community at all levels through conducting activities and supporting strategies that link the public schools, community colleges, and baccalaureate-granting colleges and universities. Further information regarding ICC made be found at the following website: http://www.certicc.org.

Transfer Center Directors Association

The Transfer Center Directors Association (TCDA) is comprised of personnel from the California Community Colleges. They work directly with the students to assist them in deciphering the requirements for transferring to various institutions, advising them on courses and careers to fulfill their individual needs and desires. They are the link between the two and four-year institutions. Their role is crucial to the seamless transfer process.

Chapter III:
Classification of Course Articulation Agreements

Course articulation is developed between "sending" and "receiving" institutions. In California this occurs mainly between the two-year independent and community colleges, and the three segments of higher education that grant the baccalaureate degree: the California State University (CSU) campuses, the University of California (UC) campuses, and the independent colleges and universities. In addition, a significant number of intrasegmental transfers occur. Therefore, articulation may also be developed between two-year institutions, and between four-year institutions.

Course articulation agreements are classified into several discrete areas:

A. Courses Accepted For Baccalaureate Credit
B. Transferable Credit Agreement (TCA)
C. General Education-Breadth Agreements
D. Course-to-Course Agreements
E. Lower-Division Major Preparation Agreements

A. Courses Accepted for Baccalaureate Credit:

This articulation agreement identifies courses that are baccalaureate level and therefore acceptable by a receiving institution (or system) to fulfill both unit requirements for admission and baccalaureate elective credit. These agreements do not indicate which of these courses are acceptable for satisfying General Education-Breadth requirements or Major Preparation requirements at a receiving four-year institution.

In the UC System, the Office of the President (UCOP) initiates this agreement. This is referred to as the Transferable Course Agreement (TCA) for community colleges for all UC campuses (see Appendix A).

For the campuses in the CSU System, Executive Order 167 authorizes California Community Colleges to identify courses that are baccalaureate level and appropriate for transfer to the CSU. This articulation agreement is commonly known as the Baccalaureate List or the "Bacc" List (see Appendix E).

There are no system-wide transferable course agreements or baccalaureate lists within the independent segment, although some individual college agreements do exist. Some may use or honor the CSU Bacc List or the UCOP TCA list as a guideline for determining transfer credit.

Courses accepted for baccalaureate credit are the first level of articulation and comprise the basic "pool" of transferable courses from which subsequent articulation agreements are developed.

Occasionally, courses for technical majors; i.e., Architecture, Engineering, may include non-transferable courses if the course content, rigor, and level are determined to be sufficient to articulate for major requirements.

B. General Education-Breadth Agreements:

General Education-Breadth agreements consist of those courses that a student can complete at a sending institution to satisfy General Education-Breadth requirements at a receiving institution. Courses used in General Education-Breadth agreements are courses that are drawn from, and are a subset of, the basic "pool" of transferable courses accepted for baccalaureate credit (described in Section A).

C. Course-To-Course Agreements:

Course-to-Course agreements identify a particular course at a sending institution that is comparable to, or "acceptable in lieu of," a corresponding course at a receiving institution. It is also common to articulate "clusters" or "blocks" of courses. As with General Education-Breadth agreements, Course-to-Course agreements are developed from the basic pool of transferable courses accepted for baccalaureate credit (see Appendix K).

D. Lower-Division Major Preparation Agreements:

Lower-Division Major Preparation Agreements specify those courses at a sending institution that fulfill lower-division requirements for a specific major at a receiving institution. Catalog descriptions, course outlines, and baccalaureate lists are used in the development of these articulation agreements. In addition, special requirements relating to major preparation may be included, such as: pre-major requirements, supplementary admission requirements for selected majors, and information pertinent to impacted or over-subscribed majors. As with G.E.-Breadth and Course-to-Course Agreements, Lower-Division Major Preparation Agreements are usually developed from the list of courses accepted for baccalaureate credit (see Appendix L).

Table 1: Matrix of Articulation Chart

RECEIVING INSTITUTIONS			
Type of Agreements	**California State University**	**University of California**	**Independent Colleges & Universities**
Transferable Course Agreements	Developed by institutions in compliance with the CSU Executive Order 167. (Baccalaureate List)	Developed by the UC Office of the President for each community college. (Transferable Course Agreement)	Developed by some independent colleges and universities with community colleges
General Education Breadth Agreements	Developed by institutions in compliance with CSU Executive orders 405 & 595	Campus/College Specific Developed between institutions by each UC campus	Developed by some independent colleges and universities with community colleges
	IGETC Developed by the Academic Senates for the UC, CSU, and CCC		
Course-to-Course Agreements	Developed between institutions through the CSU campus Articulation Officer	Developed between institutions by each UC campus through the Articulation Officer	Developed by some independent colleges and universities
Major Preparation Agreements	Developed between institutions through the CSU campus Articulation Officer	Developed between institutions by each UC campus through the Articulation Officer	Developed by some independent colleges and universities

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Chapter IV: Intersegmental General Education Transfer Curriculum

The Intersegmental General Education Transfer Curriculum (IGETC) is a comprehensive pattern of courses prospective transfer students from the California Community Colleges may complete to satisfy lower-division General Education requirements at both the University of California and the California State University. The IGETC was developed in 1991 to simplify transfer for California Community College students.

Students have the option of completing the IGETC, **or** the specific lower-division General Education-Breadth requirements of the school or campus they plan to attend. The IGETC must be **fully completed** prior to transfer.

The IGETC is not an admission requirement, and completion of IGETC does not guarantee admission to the campus or program of choice. The IGETC will be most helpful to students who wish to keep their options open—those who know they want to transfer but have not decided upon a particular institution, campus, or major.

Certain students, however, are not well served by following the IGETC. Students who intend to transfer into high-unit majors, or those majors that require extensive lower-division preparation such as Engineering, should concentrate on completing the prerequisites for the major that a particular college may use to select a student for admission.

The California State University and the University of California have developed an agreement with each California Community College that specifies the community college courses that may be used to satisfy requirements of each area of the IGETC. All courses must be completed with a grade of "C" or better. A grade of "Credit" or "Pass" may be used, if the community college's grading policy states that "Credit" or "Pass" is equivalent to a grade of "C" or better.

IGETC course credit may be earned for the acceptable scores of 3, 4, or 5 on Advanced Placement Examinations (AP) that the community college faculty recognize as being equivalent to one of its IGETC approved courses. Only one course can be cleared by one test with an acceptable score. An acceptable score on an English AP test may be used to meet the English composition requirement only. An AP test cannot be used to satisfy the requirement for a Critical Thinking-English Composition course.

A single community college course may be listed on the IGETC course agreement under more than one subject area; however, it may be used only once to satisfy any IGETC subject area.

Students who transfer to a CSU campus and wish to complete the CSU Graduation requirement in U. S. History, Constitution and American Ideals, should be advised that these courses will not "double count" for this graduation requirement **and** Area 4. It is strongly recommended that CSU bound students complete the CSU Graduation requirement in U.S. History, Constitution and American Ideals **first,** and then certify courses **other** than those used for this requirement, for IGETC Area 4.

California Community Colleges may certify coursework completed at other California Community Colleges, provided that coursework is on the approved IGETC list of the campus where it was taken.

As a general rule, the IGETC can be certified for California Community College transfer students who have also completed transferable coursework at a college or university other than a California Community College, if the community college faculty determine that the coursework from the other college or university is equivalent to coursework on their own college's approved list. Inclusion of appropriate general education courses completed at regionally accredited institutions should be routine. It is expected, however, that a student will have completed most of the transfer units at one or more California Community Colleges. If there is any question regarding the use of IGETC for a student who has recently been enrolled in a regular session at a CSU or UC campus, the student should contact the university he or she wishes to attend for clarification of its campus policy. Since it is unlikely that institutions outside of California offer the specified Critical Thinking-English Composition course, certification of coursework from out-of-state institutions to satisfy this requirement is not encouraged.

Certification of IGETC completion is the responsibility of the last California Community College the student attended in regular session prior to transfer.

Students who do not fully complete the IGETC before transfer will be required to satisfy the specific lower-division General Education-Breadth requirements of the CSU or UC school, college, or campus they attend.

Eleanor Roosevelt and Revelle Colleges at UC San Diego do not accept the IGETC. Students who complete the IGETC should enroll in either John Muir, Thurgood Marshall, or Earl Warren College at UCSD. Since all majors are open to students in each college at UCSD, students who opt for the IGETC are not restricted in their choice of major.

The California Community Colleges, the California State University, and the University of California have jointly published a series of informative **"IGETC Notes"** that contain comprehensive guidelines and details about the certification of coursework and implementation procedures for the IGETC.

IGETC Contact Person (interim) for California State University:

Jo Service
Dean, Academic Program Planning
California State University Office of the Chancellor
401 Golden Shore Drive, 6th Floor
Long Beach, CA 90802-4210
(562) 951-4723

IGETC Contact Person for University of California:

Louise Randolph
Senior Articulation Analyst
UC Office of the President
1111 Franklin Street
Oakland, CA 94607-5200
(510) 987-9569

IGETC Contact Person for California Community Colleges:

Mary Gill
Dean, Enrollment Management
California Community College Chancellor's Office
1102 Q Street
Sacramento, CA 95814-6511
(916) 323-5951

Chapter V: University of California

A. Introduction

The University of California and the California Community Colleges work together to establish course articulation agreements that enable transfer students to maintain continuity in their academic programs.

Several kinds of articulation agreements exist, each having a specific function:

Transferable Course Agreements
These agreements identify the general transferability of community college courses to the University of California. Courses approved for transfer unit credit count as advanced standing elective credit toward a university degree on any of the campuses. The UC Office of the President is responsible for producing this list called the "Transferable Course Agreement (TCA)."

General Education-Breadth Agreements
These agreements specify how transferable courses will be used to satisfy the General Education-Breadth requirements of a particular school or college on each campus. Responsibility for producing the campus-specific General Education-Breadth agreements rests with the individual UC campuses.

Course-to-Course Agreements
The purpose of these agreements is to determine if a particular course at a sending institution is comparable to or "acceptable in lieu of" a corresponding course at a particular campus of the University. Responsibility for producing Course-to-Course agreements rests with the individual UC campus Articulation Officer.

Lower-Division Major Preparation Agreements
These agreements indicate how lower-division courses satisfy specific requirements for various majors or academic programs on a campus. Responsibility for producing the Lower-Division Major Preparation Agreements rests with the individual UC campus Articulation Officer.

B. Systemwide Articulation - Transferable Course Agreements

The UC Transferable Course Agreements (TCAs) are developed in the Office of the President in accordance with policies established by the Board of Admissions and Relations with Schools (BOARS), a committee of the UC Academic Senate charged with developing undergraduate admissions requirements. BOARS policies determine which courses can be accepted upon transfer for advanced standing elective credit toward a University degree. The basic principles used in determining the transferability of California community college courses are:

1. The course should be comparable to one offered at the lower-division level on any of the UC campuses in scope, level, and prerequisite.

2. If the course is not comparable to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope and depth.

Courses listed as transferable are accepted at the point of admission by all UC campuses for unit credit in partial satisfaction of the degree requirements of the University.

Since the determination of transferability is subject to constant review and revision in line with current offerings on all campuses of the University, the goal of the Office of the President is to revise each TCA every year.

UC TCAs are updated on an annual basis. Each community college will receive general information regarding the UC/community college articulation process, a copy of their most recent TCA, and specific instructions for reviewing and updating the agreement including guidelines on the articulation of courses.

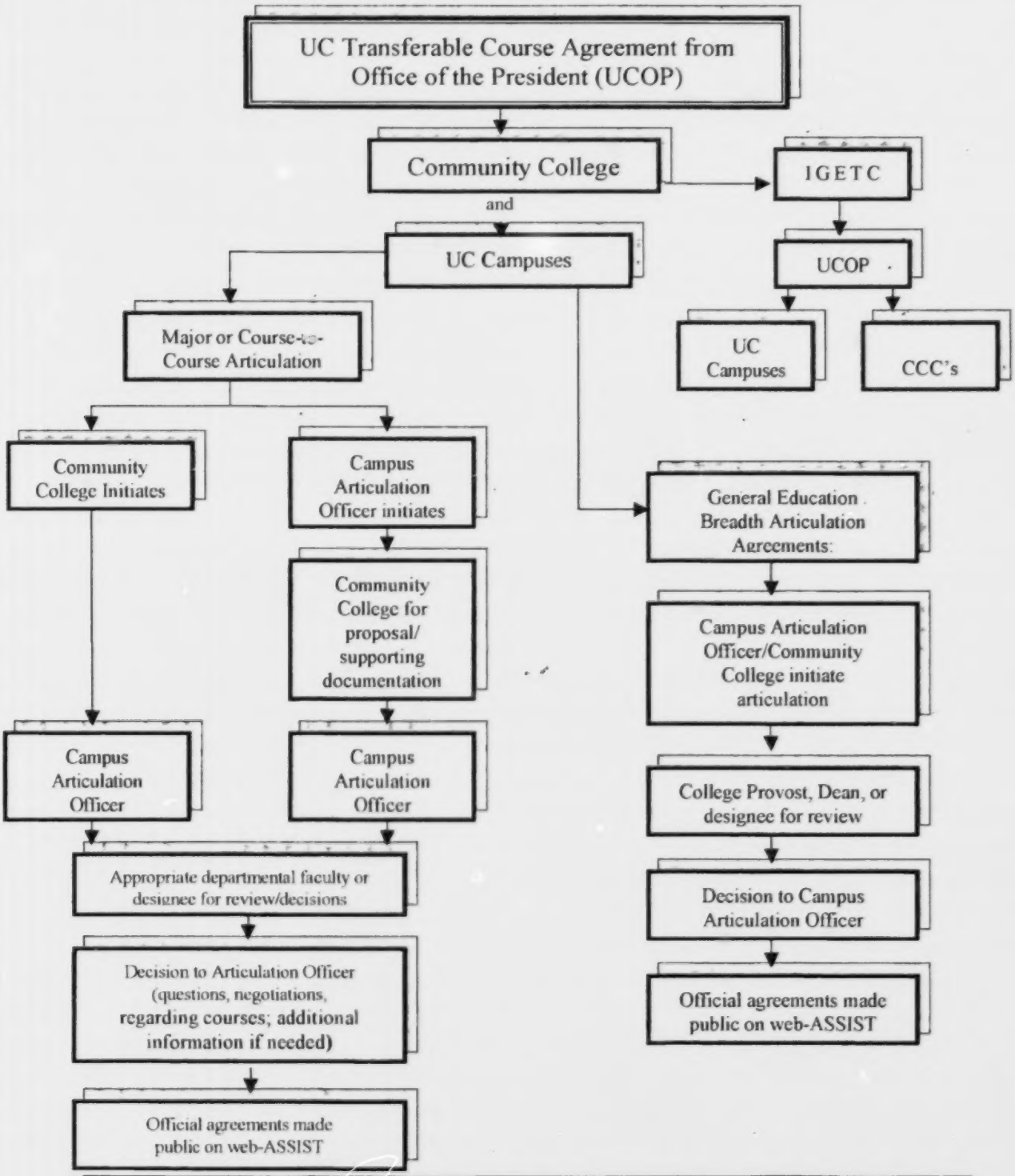
The University Office of the President (UCOP) Articulation Analyst updates each TCA, and during the review process uses UC and community college catalogs, expanded course outlines from both the community college and UC, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas (e.g. Physical Education or English as a Second Language), and recommendations developed by UC faculty and deans in special areas such as Agriculture and Environmental Design. The review is also governed by the "Guidelines for Transfer Credit" used on every UC campus as part of the admission process.

If a community college wishes to appeal the denial of transfer credit for certain courses, the Articulation Analyst will ask the community college Articulation Officer to send expanded course outlines indicating such key items as: prerequisites, purpose of the course and detailed descriptions of the course content, method of evaluation, and reading lists. The Articulation Analyst is usually able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion as to the transferability of a given course. The final TCA is sent to the community college, as well as to both the Office of Admissions and the Office of Relations with Schools on all UC campuses.

C. Campus Articulation

Policies and procedures for developing and maintaining campus-specific General Education/Breadth, Course-to-Course, and Lower-Division Major Preparation agreements vary at each UC Campus. A listing of the name of each campus Articulation Officer/Coordinator is available in the CIAC Directory, at: http://enrollment.csusb.edu/articulation/ciac. Contact these individuals directly regarding articulation questions, proposals, and procedures.

General Model of UC Articulation Process


UC Transferable Course Agreement from Office of the President (UCOP)
Community College
and
UC Campuses
IGETC
UCOP
UC Campuses
CCC's
Major or Course-to-Course Articulation
Community College Initiates
Campus Articulation Officer initiates
Community College for proposal/ supporting documentation
Campus Articulation Officer
Campus Articulation Officer
Appropriate departmental faculty or designee for review/decisions
Decision to Articulation Officer (questions, negotiations, regarding courses; additional information if needed)
Official agreements made public on web-ASSIST
General Education Breadth Articulation Agreements:
Campus Articulation Officer/Community College initiate articulation
College Provost, Dean, or designee for review
Decision to Campus Articulation Officer
Official agreements made public on web-ASSIST

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Chapter VI: California State University

A. Introduction

The California State University (CSU) has policies and procedures in place to facilitate the movement of approximately 48,000 California Community College transfer students into the CSU annually. For every new freshman, two new transfer students enroll in the CSU, three-quarters of whom come from California Community Colleges. The compatibility of CSU lower-division requirements and courses offered in California Community Colleges facilitates the smooth transition of students between the two segments, saving students time and money. It is important that students intending to transfer are assured that normal progress toward a baccalaureate degree may be made while attending a community college.

Courses Acceptable for Baccalaureate Credit

Community colleges and other regionally accredited institutions have the responsibility for designating those courses on their campuses that have been developed and are recommended by the faculty as appropriate for baccalaureate level credit and thus transferable to a CSU campus. Transferable courses, also referred to as baccalaureate-level courses, must be accepted by any CSU campus for elective credit, as established by CSU Executive Order 167. (See Appendix M). The Academic Senate of the California State University adopted in 1987 a document on considerations involved in determining what constitutes a baccalaureate-level course. (See Appendix D).

General Education-Breadth Requirements

The current CSU General Education-Breadth requirements were adopted in 1981. Policies and procedures for development and implementation of the program are detailed in CSU Executive Order 595. (See Appendix N). Each CSU campus is responsible for developing the campus program within the established framework. Executive Order 595 allows other regionally accredited colleges and universities, primarily community colleges, to "certify" completion of General Education-Breadth requirements, using courses that have been accepted for inclusion on the college's CSU General Education-Breadth list.. Transfer students who are fully certified are not subject to CSU-campus-specific lower-division General Education-Breadth requirements, so it is advantageous for students who cannot be sure to which CSU campus they will transfer. Of the minimum total of 48 semester units required for General Education-Breadth, no more than 39 semester units may be certified for a student. Colleges may propose that courses be added to their certification lists in an annual update process. Responsibility for accepting courses for addition to certification lists rests with a CSU-CCC faculty panel.

Alternatively, community college students may fulfill lower-division general education requirements by completing the Intersegmental General Education Transfer Curriculum (IGETC).

United States History Constitution and American Ideals Requirement

Executive Order 405 (Appendix O), published in 1982, outlines graduation requirements for the CSU in United States History, Constitution, and American Ideals. It established guidelines for the administration of Section 40404 of Title 5, California Code of Regulations, by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements. This executive order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied. Many students take courses that simultaneously satisfy the "American Institutions" requirement and can be used as partial fulfillment of the CSU General Education-Breadth requirements. Courses used to certify completion of the American Institutions requirement cannot be applied toward completion of IGETC.

Course-to-Course Agreements

This kind of agreement lists alphabetically individual courses, or sequences of courses, at a "sending" institution that are acceptable in lieu of another course, or sequence of courses, at a "receiving" CSU campus. Responsibility for producing Course-to-Course Agreements rests with the individual CSU campus. (See Appendix K).

Major Preparation Agreements

This kind of agreement identifies coursework (usually lower-division) at a "sending" institution that is acceptable in lieu of requirements in a specific major or department at a "receiving" CSU campus. Responsibility for producing Major Preparation Agreements rests with the individual CSU campus.

B. Systemwide Articulation

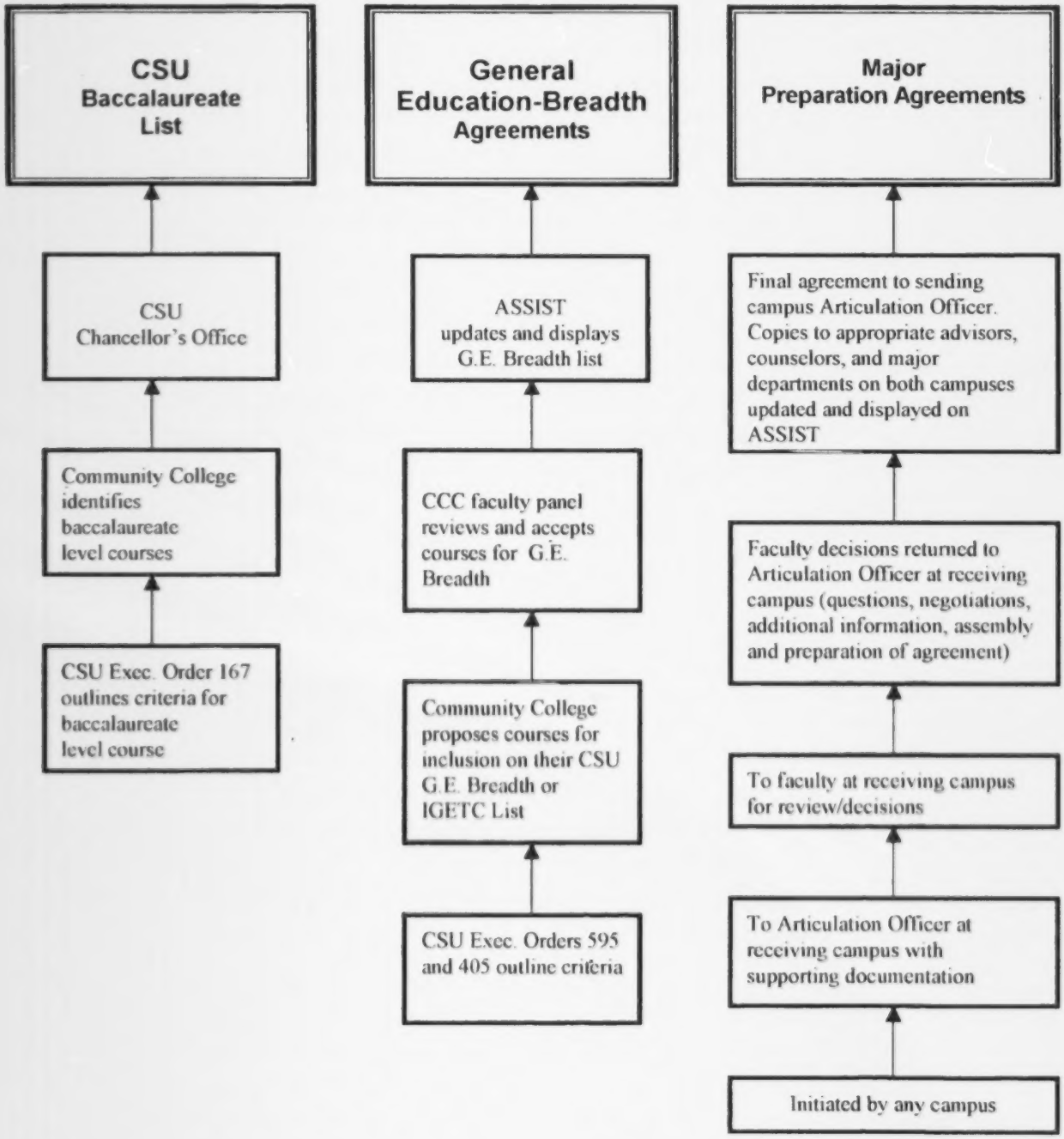
CSU Chancellor's Office

The CSU Office of the Chancellor is responsible for the on-going review for compliance with all CSU executive orders, including 167, 405, and 595. The Executive Vice Chancellor/Chief Academic Officer and supporting staff monitor implementation of general education and American Institutions policies and procedures, in consultation with the CSU General Education Advisory Committee. This committee is comprised of CSU faculty members, campus and system administrators, and representatives of the California State Student Association, the California Community Colleges Chancellor's Office, and the Academic Senate for California Community Colleges. A CSU articulation officer and a CCC articulation officer are liaison members of the committee.

C. Campus Articulation

Policies and procedures for developing and maintaining campus-specific General Education/Breadth, Course-to-Course, and Lower-Division Major Preparation agreements vary at each CSU Campus. A listing of the name of each campus Articulation Officer/Coordinator is available in the CIAC Directory, at: http://enrollment.csusb.edu/articulation/ciac. Contact these individuals directly regarding articulation questions, proposals, and procedures.

General Model of CSU Articulation Process



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Chapter VII:
California Community Colleges

A. Introduction

Transfer education is a priority within the mission of the California Community Colleges. This priority has been reaffirmed through individual campus commitment, and through the reality of more than 70,000 students transferring annually from the community colleges to baccalaureate degree-granting institutions each year.

The success of the community college transfer mission is directly related to the quality and quantity of formal articulation that exists between the community colleges and their four-year partners. The enormity and complexity of the articulation process faced by postsecondary education in California is addressed, whenever possible, by the development of common policies and practices. These common policies and practices combine with unique local approaches to form the framework within which students are served.

B. Development of Articulation Agreements

Each California Community College works with baccalaureate degree-granting institutions to develop course articulation agreements which provide the assurance that progression from one segment of postsecondary education to another is both smooth and efficient. This transition is accomplished through the development of the following types of agreements:

1. Transferable Course Agreements
2. Intersegmental General Education Transfer Curriculum Agreements
3. CSU General Education-Breadth Agreements
4. UC General Education-Breadth Agreements
5. Course-to-Course Articulation Agreements
6. Lower-Division Major Preparation Articulation Agreements

C. Transferable Course Agreements

The California State University System

The CSU Executive Order 167 establishes the criteria for the community colleges to designate those courses offered on each campus deemed to be baccalaureate level and, therefore, transferable to all campuses in the CSU system. The responsibility for preparation of the Baccalaureate Course List rests with the community college Articulation Officer, in consultation with the faculty. Courses considered to be baccalaureate level are identified, and a list of courses is prepared. It is commonly referred to as the "Bacc list" and sent by the Articulation Officer each year to each CSU campus, and the CSU Chancellor's Office.

Courses on the "Bacc list" are transferable to every campus in the CSU system and will, therefore, be accepted for elective credit toward a baccalaureate degree. A particular CSU campus may, at its discretion, accept courses which have not been identified as baccalaureate level if, in its judgment, these courses are applicable to a particular CSU program. These courses would not be included on the "Bacc list," but would be articulated on an individual basis. (See Appendix E for a sample Baccalaureate List).

The University of California System

The University of California and the California Community Colleges have, for many years, worked together to establish articulation agreements which enable students planning to transfer to maintain continuity in their programs. There are basically two categories of articulation agreements. One type of agreement determines the general transferability of community college courses at the University-wide level; and the other done at the campus level, determines the acceptability of transfer courses in satisfaction of specific degree requirements for various academic programs.

General Transferability of Courses

The Office of Outreach, Admissions and Student Affairs, in the UC Office of the President, develops and updates the course articulation agreements with community colleges. This responsibility has been delegated to the University-wide Office by the Board of Admissions and Relations with Schools (BOARS), a Standing Committee of the University-wide Academic Senate. The Office maintains current and historical lists for 110 community colleges, two of which are private. (See Appendix A for a sample U.C. Transferable Course Agreement).

In developing the articulation agreements, the University-wide Admission Office follows policies established by BOARS regarding the acceptability of courses for advanced standing elective credit toward a university degree. The basic principles used in determining the transferability of community college courses are: (1) the course should be comparable to one offered at the lower-division level at any of the UC campuses, and (2) if the course is not equivalent to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope, and depth. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of UC. (See Appendix B for Specific Guidelines for the Articulation of Courses to UC).

The articulation agreements are updated individually by the UCOP articulation analyst. During the course review process, the analyst uses UC and community college catalogs, expanded course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas recommendations developed by UC faculty and deans in special areas such as Environmental Design.

Articulation Officers are encouraged to review their agreement carefully and to bring any questions or concerns to the attention of the UCOP articulation analyst. If a community college wishes to appeal the denial of transfer credit for certain courses, the analyst will ask the community college articulation officer to send expanded course outlines indicating such key items as: prerequisites, purpose of the course, and detailed descriptions of the course content, method of evaluation, and reading lists. The articulation analyst is able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion as to the

transferability of a given course. (See Appendix C for Directions for Revising the UC Transferable Course Agreement).

Acceptability of Transfer Courses for Degree Requirements

UC campus articulation agreements determine how the transferable courses apply toward satisfaction of General Education-Breadth requirements and Lower-Division Major or Departmental requirements. These agreements enable students to work toward a specific University degree while enrolled at the community college. Individual UC campus Articulation Officers coordinate the development of these agreements, and community college Articulation Officers should direct questions regarding the articulation of campus-specific requirements or course equivalencies to that campus Articulation Officer

Independent Colleges and Universities

Transferable course agreements are developed with independent colleges and universities on an individual basis. The articulation process can be initiated by either the community college Articulation Officer or the Articulation Officer at the independent college or university.

D. General Education-Breadth Agreements

Intersegmental General Education Transfer Curriculum (IGETC)

The Intersegmental General Education Transfer Curriculum is a General Education program which California Community College transfer students can use to fulfill lower-division general education requirements in either the CSU or UC system without the need, after transfer, to take additional lower-division general education requirements.

All courses proposed for IGETC must be transferable to both the CSU and the UC (as listed on the UC Transferable Course Agreement). Course outlines, including representative texts, must be submitted for all proposed additions to IGETC lists. Courses must have a unit value of at least 3 semester or 4 quarter units to be considered for IGETC.

The deadline for submitting proposed IGETC updates for the following year is in December. (See Appendix H for IGETC Criteria, Appendix I for Instructions For Preparing IGETC Lists, and Appendix J for a sample IGETC Update Format Form).

The California State University System

Executive Orders 595 and 405 establish the framework within which community colleges offer coursework that meets lower-division CSU General Education-Breadth requirements for the Baccalaureate Degree. Responsibility for review and approval of community college courses used for this purpose rests with the CSU Chancellor's Office. The community college Articulation Officer, in consultation with the campus faculty and the curriculum committee, maintains and updates course lists on an annual basis. The proposed additions to the CSU GE list are submitted to

the CSU Chancellor's Office in January. (See Appendix G). Upon approval, these lists become part of the CSU GE Database.

The community colleges have been empowered by the CSU to certify completion of CSU General Education-Breadth requirements by Area (Executive Order 595), and may credit coursework completed at other institutions as part of the process ("pass-along certification"). The evaluation of work completed at other institutions and its appropriate inclusion in the certification process is essential to the transfer process and greatly enhances student success.

University of California/CSU Campus Specific GE Pattern

General Education-Breadth agreements specify how UC or CSU transferable courses will be used to satisfy the Breadth or General Education requirements of a particular school or college on each UC or CSU campus. Responsibility for developing the campus-specific General Education-Breadth requirements rests with the individual UC or CSU campus. The Articulation Officer at the community college works in conjunction with the UC or CSU campus Articulation Officer to develop agreements with each of the campuses.

Independent Colleges and Universities

Many of the independent colleges and universities have established General Education-Breadth Articulation Agreements with community colleges. These are developed on an individual, as needed, basis and coordinated through the Articulation Officers on each campus. Some independent colleges and universities will now accept IGETC or the CSU General Education pattern to meet their campus General Education requirements.

E. Course-To-Course Agreements

Lower-division Course-to-Course Articulation Agreements are official lists of courses in alphabetical order that identify comparable courses at the four-year institution. Courses that have been approved for inclusion on the Course-to-Course list will transfer to the four-year institution and be accepted for credit **by all majors that use the course** (unless specific, unique exceptions are noted).

The community college Articulation Officer or the Articulation Officer from the four-year institution may initiate Course-to-Course Agreements. It is important to emphasize that the review of proposed articulation and its approval **is the responsibility of faculty**, with the process of articulation facilitated by the Articulation Officer. When initiated by either the community college or the four-year institution, the process should include:

1. Identification of lower-division courses at the four-year institution;

2. Identification of the comparable course(s) at the community college that could be accepted in lieu of the four-year course(s);

3. Submission of the required documentation to the reviewing institution (e.g., catalog course description, course outline, etc.).

After review, the four-year institution accepts, denies, or proposes a modification to the proposed course(s). When accepted or appropriately modified, the course(s) are added to the Course-to-Course Agreement. (See Appendix K for an example of a Course-to-Course Articulation Agreement).

F. Lower-Division Major Preparation Agreements

Lower-Division Major Preparation Agreements differ from Course-to-Course Agreements in the respect that they identify lower-division courses that are acceptable at the four-year institution **for a specific major only**.

The process of developing Lower-Division Major Preparation Articulation Agreements is the same as for Course-to-Course Agreements. (See Appendix L for an example of a Lower-Division Major Preparation Articulation Agreement).

CALENDAR OF ARTICULATION TASKS FOR COMMUNITY COLLEGES

May	• Update CSU GE/Breadth and IGETC handouts for students • CIAC Annual Conference • "Reservations" taken for updating UCOP TCA for the coming academic year for anytime between July 1 and April 1.*
June July August	• Mail catalogs, IGETC and CSU GE Breadth Handouts to Articulation Officers at all campuses (Community colleges, CSU's, UC's and Independent) • Send summary of course/catalog changes to 4-year schools • Report articulated courses to CAN (ongoing throughout the year)
September	• TCA update information received for current year* • Winter curriculum updates to ASSIST (only for schools with a Winter term)** • Regional CIAC meetings • UC Counselors' Conference • CSU Counselors' Conference
October	• TCA updates due back to UCOP. Include current catalog for fastest results.* • Spring curriculum updates to ASSIST** • NCIAC/SCIAC meetings
November	• Results of TCA updates back to college from UCOP*
December	• IGETC submissions due (Since CSU GE submissions are due next month and many campuses are on break, it is a good idea to prepare the submission before the break.) • ASSIST Conference
January	• CSU GE Breadth submissions due
February	• Summer updates to ASSIST**
March	• Receive IGETC decisions
April	• Receive CSU GE decisions • Fall Curriculum updates to ASSIST** • Regional CIAC meetings • Ensuring Transfer Success Workshops

*For this calendar, the example of a September 1 reservation is used. Each community college chooses its own month to update its Transfer Course Agreement (TCA) with the University of California Office of the President. It is a 3-month process; the reservation made denotes the month in which the update materials will be received; 1 month later, the update is due back to UCOP and the following month, the results of the update will be received.

**ASSIST updates include curricular changes and replaces a separate, yearly Baccalaureate list and IGETC technical update.

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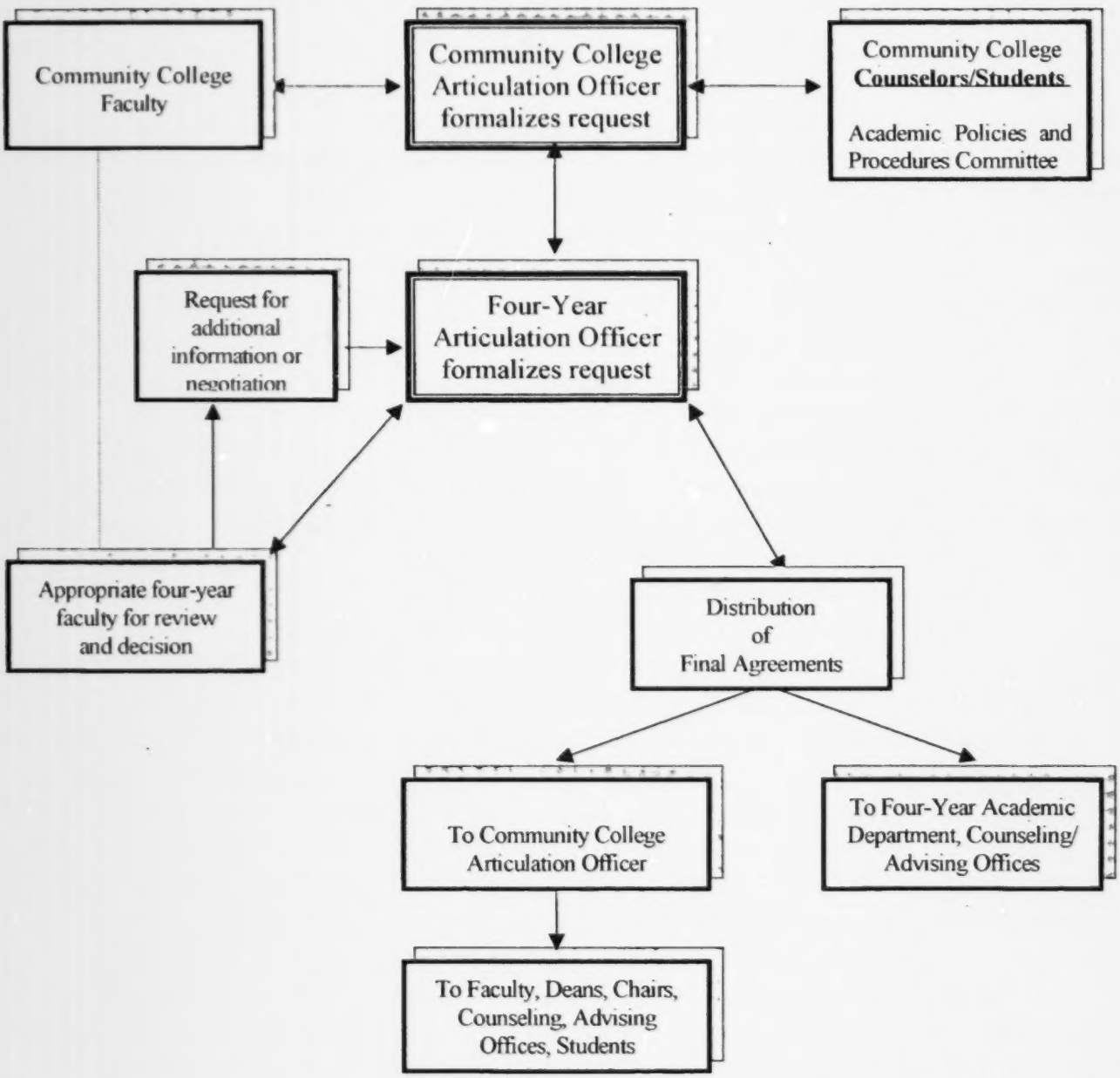
Model of the Articulation Process

For Course-to-Course and Major Preparation Agreements


Community College Faculty
Community College Articulation Officer formalizes request
Community College Counselors/Students
Academic Policies and Procedures Committee
Request for additional information or negotiation
Four-Year Articulation Officer formalizes request
Appropriate four-year faculty for review and decision
Distribution of Final Agreements
To Community College Articulation Officer
To Four-Year Academic Department, Counseling/ Advising Offices
To Faculty, Deans, Chairs, Counseling, Advising Offices, Students

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Chapter VIII:
WASC Accredited Independent Colleges and Universities

A. Introduction

California's independent colleges and universities are known for their diversity, quality, and innovation. From the University of Southern California, with nearly 30,000 students, to the University of Judaism, with only 200 students, these institutions offer a wide range of academic programs in more than 130 fields of study.

The Association of Independent Colleges and Universities (AICCU) inventories articulation and transfer processes of the 76 colleges and universities enrolling nearly 20,000 transfer students each year. Approximately 60% of these transfers are former California community college students. 64 of California's independent institutions seek transfer students to complement diversity of their student populations. Approximately 21% of California's Baccalaureate Degrees are earned at AICCU colleges and universities. In total, the independent colleges and universities enroll 29% of the total student body in California at the four-year and graduate levels.

B. Process

Independent colleges and universities act autonomously in setting transfer credit policies. Since each institution is free to establish their own standards, there are few requirements that apply to all institutions. One hallmark of these colleges and universities is their tradition of flexibility and review of special circumstances in the admission process. Each individual applicant is reviewed with care and adjustments to their transcript evaluations are made if students demonstrate that their previous courses meet comparable standards at their new institution.

Statewide efforts in the area of CAN, CSU Certification and IGETC have assisted independent colleges and universities in the assessment of comparability of courses. As noted in the "AICCU Transfer Handbook", which is published yearly, many independent colleges and universities note that they accept CSU Certification and/or IGETC in lieu or as the major part of their lower division general education. Students may have to complete additional coursework in areas unique to the mission of that particular institution. The number of independent colleges and universities who, when surveyed by AICCU, state they accept CAN courses, CSU Certification and/or IGETC increases yearly.

In the majority of colleges and universities the responsibility for determining transfer credit is assigned to a Transfer Admissions Counselor and/or an official evaluator in the Registrar's Office. Each record is evaluated on an individual basis, according to guidelines usually established by the academic departments, or in consultation with the department faculty or division deans.

In some independent institutions transfer students are relatively few in number, therefore, a formal articulation process is not necessary. Those schools reporting formal articulation agreements have, for the most part, developed them within their geographic area. Generally, these agreements have focused on transferable community college courses for lower-division credit, general education courses, and some transferable courses applicable to the major (particularly in high demand major fields). For those institutions that develop more extensive formal agreements, the University of California course by course (TCAs) agreements may be used as a reference for their own agreements. Generally, catalog descriptions and/or course syllabi are required for course articulation. The CAN course designation assists independent colleges and universities in the recognition of comparable courses.

Increasingly, many independent colleges and universities are including their articulation agreements on their institution's web site. This assists potential student transfers and community college counselors in preparing students for transfer. Updates of articulation are generally done on a yearly basis.

C. Campus Articulation

Policies and procedures for developing and maintaining campus-specific General Education/Breadth, Course-to-Course, and Lower-Division Major Preparation agreements vary at each independent college and university.

A listing of the name of each campus Articulation Officer/Coordinator is available in the CIAC Directory, at: http://enrollment.csusb.edu/articulation/ciac. Contact these individuals directly regarding articulation questions, proposals, and procedures.

APPENDICES

Appendix A U.C. Transferable Course Agreement

UCOP Transfer Course Agreement
Sample College
99-00

#INDICATES NEW COURSES OR CHANGES FOR 99-00

	Course	Title		IGETC Area	Semester Units		UC Area
		-----ADMINISTRATION OF JUSTICE-----					
	ADM.JUS. 50	Introduction to Administration of Justice		4J	3		UC-B
	ADM.JUS. 55	Criminal Law			3		
	ADM.JUS. 58	Community and Human Relations			3		
		-----ANATOMY AND PHYSIOLOGY----					
	(See Biological Sciences)						
		-----ANTHROPOLOGY----					
	ANTHRO. 1	Physical Anthropology		5B	3		UC-S
*	ANTHRO. 1L	Physical Anthropology Lab	5B	1		(Lab)	
	ANTHRO. 2	Cultural Anthropology		4A	3		UC-B
#	ANTHRO. 4	Indians of North America		4A 4C	3		UC-B
	ANTHRO. 28	Independent Study			1-3	(See INDP ST)	

* 1L must be taken in conjunction with 1 to transfer

		-----APPAREL DESIGN AND PRODUCTION-----					
	APP.DES. 3	Textiles			3		(Same as: FASH.MR. 3)
		-----BIOLOGICAL SCIENCES-----					
	BIO.SCI. 1	General Biology		5B	4		UC-S W/Lab
*	BIO.SCI. 2	Botany		5B	4		UC-S W/Lab
o	BIO.SCI. 3	General Zoology		5B	4		UC-S W/Lab
++	BIO.SCI. 4	Microbiology		5B	5		UC-S W/Lab
**	BIO.SCI. 5	Human Anatomy		5B	4		UC-S W/Lab
**	BIO.SCI. 6	Human Physiology		5B	5		UC-S W/Lab

* 2 and 22 combined: maximum credit one course
o 3 and 33 combined: maximum credit one course
++ 4 and 44 combined: maximum credit one course
** 5 and 6 combined with 55: maximum credit, 2 courses

This agreement lists courses transferable for unit credit at all UC campuses. It is based on information from the 1999-00 catalog, and is valid until the next update. Courses marked with "UC" will satisfy the five areas of the 1998 transfer requirements. (E=English, M = math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences)

Appendix B Guidelines for Articulation of Courses to UC

SPECIFIC GUIDELINES FOR THE ARTICULATION OF COURSES
UC Transferable Course Agreement

The following are guidelines for courses or subject areas that have specific articulation requirements for the University of California. These guidelines should be used in conjunction with the supplemental information for the UC Transfer courses.

Administration of Criminal Justice
Courses should be comparable to those offered by the University at the lower-division level. Except for allowing one introductory course to the profession, the content of these courses should focus on criminal theory and not specifically deal with the functional aspects of law enforcement. Independent study not usually allowed in this department due to credit limitations.

American Sign Language
Appropriate courses must be in American Sign Language (not Signed English or finger spelling) and cover the deaf culture as well as the phonology, vocabulary, and grammar of ASL.

Architecture
Courses in this area should be comparable to those offered by the University at the lower-division level. Courses should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. Independent study not usually allowed in this department due to credit limitations.

Art
Appropriate courses in this area should stress aesthetic intent and content over technique. Commercial or professional art courses (e.g., Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (e.g., Calligraphy, Jewelry Making, Weaving, etc.). UC has removed limits on the number of art classes a student may transfer.

Anthropology
One Archaeology field method course is appropriate providing it has a prerequisite of an "Introduction to Archaeology" course.

Biological (Life) Sciences
Courses in this area should teach fundamental concepts and principles, how these were derived and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for courses in this area to be primarily professional or technical (i.e., for Allied Health majors). While courses generally are expected to have a laboratory (or field) component where appropriate, it is not required for elective credit. (See also "Field Courses.")

Business

Although this is primarily a professional area, two courses in (principles of) Accounting and one course in Business Law have been articulated for a number of years. In addition, transfer credit will be allowed for one Introduction to Business course provided it focuses on the role of business as it relates to the greater society and includes ethics, labor, finance, marketing, etc. Independent study not usually allowed in this department due to credit limitations.

Computer Science

Transferable courses in this area should cover topics such as: an introductory theory of the computer; its organization and logic; development of a high-level programming language; or use of a language in other areas. Courses which provide technical training, are not considered appropriate for transfer. One course in Computer Literacy for Liberal Arts students is appropriate. UC has removed limits on the number of computer science courses a student may transfer.

Distance Education

In Spring 1992, the Community College Board of Governors adopted Title V regulations defining standards for the design, approval, and conduct of telecourses. These Title V changes were the result of lengthy discussions between the UC Board of Admissions and Relations with Schools, and representatives of the Chief Instructional Officers of the Community College Academic Senate and Chancellor's Office staff. The agreed upon policy contains a number of provisions to ensure the rigor, quality, and transferability of telecourses including:

- Telecourses shall be approved according to the district's certified course approval procedure.
- Telecourses shall include regular contact between instructor and students, which may be personal or electronic, through group or individual meetings, orientation and review sessions, library workshops, etc. Exams and midterms are not considered "regular contact."
- Telecourses shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities.

For more detailed information about the revised Title V regulations for telecourses, please refer to Vice Chancellor Thelma Scott-Skillman's April 26, 1996 letter to Chief Instructional Officers and Chief Student Services Officers.

Engineering

For the courses in this area to articulate, they must have a strong theory component, but may include some application. However, courses which are primarily skills-oriented (e.g., manufacturing technology, practical mapping, engineering shop) are not considered appropriate for transfer. Surveying courses must have a Trigonometry prerequisite. Circuits courses must have a prerequisite of Calculus. One course in Introductory Engineering CAD is appropriate

English/Writing

Also called: "Writing", "Creative Writing", "Script Writing", "Newswriting"

Courses in which writing is the primary focus must have a minimum prerequisite of completion of a "Subject A" - level course. Commercially-oriented writing courses (e.g., magazine writing, how to

publish/sell a novel or technical writing) are not appropriate for transfer. Independent study courses may not be appropriate without a prerequisite of eligibility for English 1A.

English As A Second Language
The UC Academic Senate allows a maximum of 8 semester units of transfer credit for courses in this area which emphasize writing. UC does not consider courses which focus on listening, reading, or speaking skills. We expect that the required minimum writing will begin at least at the paragraph level and progress to essay levels. Independent study not usually allowed in this department due to credit limitations.

Field Courses
Courses in normally transferable subject areas (such as Geography, Geology, Biology, or Environmental Science)that contain a substantial "field" component may be articulated provided they have: (1) a prerequisite of an introductory college-level, UC transferable, course in the subject; (2) at least one hour of lecture per week in addition to the time spent on field work; and (3) appropriate and sufficient readings, papers, and/or tests.

Languages Other Than English
Courses should provide instruction in the oral and written language, as well as the history and cultural traditions of the foreign country. Courses which are purely conversational must have a prerequisite of "completion of, or concurrent enrollment in, a course equivalent in level to the third year of high school study in the language." Also, the content of such conversation courses should not be primarily travel-oriented. Independent study not usually allowed in this department due to credit limitations.

Mathematics
Mathematics courses (including statistics) must have a prerequisite equivalent to two years of high school algebra to be considered for transfer. Courses with this minimum will be reviewed to determine if they employ topics of advanced algebra as found in such courses as pre-calculus, college algebra or some courses in statistics.

Music
Theory, as well as performance, courses are articulated. However, courses which focus primarily on the commercial aspects of music are not considered appropriate for transfer. UC has removed the limits on the number of music classes that a student may transfer.

Physical Education
Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Activity courses are limited to 4 semester/6 quarter units; theory is limited to 8 semester/12 quarter units. Physical Education Activity courses are not listed on the on the TCA, however, P.E. Theory or courses that do not fit either the Theory or Activity category are listed. Courses of a vocational nature such as Fire or Police Academy Protection Preparation or Aerobic Instructor Training are not considered appropriate for transfer. Appropriate limitations are applied to Independent Study courses in Physical Education.

Physical Sciences
Courses in this area should teach fundamental concepts and principles - how these were derived, and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for courses in this area to be primarily professional or technical in nature (i.e., for Allied Health majors). While courses generally have a lab (or field) component, it is not required for elective credit.

Physics
Courses in this area must show the appropriate prerequisite. Physics for Physicists and Engineers must have a prerequisite of Calculus, Physics for Biologists must have a prerequisite of Trigonometry and Physics for Liberal Arts Students must have a prerequisite of Algebra II.

Social Sciences
Transferable courses should provide students with an understanding of the development and basic features of major societies and cultures. Courses may include: an examination of the historic and contemporary ideas that have shaped our world; an examination of the nature and principles of individual and group behaviors; or a study of social science methodologies. Courses which are primarily personal or functional or applied in nature, rather than analytic, are not appropriate for transfer.

Telecourses: See Distance Education

Theater Arts
Theory courses, as well as performance and production courses, are articulated. Practical courses in Broadcasting (i.e., radio and TV), or other commercially-oriented courses, are not appropriate for transfer. UC has removed the limits on the number of theater arts courses that a student may transfer.

Variable Topics
These courses are also called "Independent Studies", "Special Studies", "Special Topics","Internships", etc. Credit for variable topics courses is given only after a review of the topic for the course by the enrolling UC campus. This usually occurs after transfer and may include recommendations from faculty. We will not give credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of the credit restrictions in those areas.

SUPPLEMENTAL INFORMATION FOR THE UC TRANSFER COURSES EFFECTIVE 2000-01

The following are changes made to the UCOP Transfer Course Agreement both as it appears on Web ASSIST and the actual paper copy.

Physical Education (PE, HR, APE etc) Activity courses (currently marked with "*") have been removed from the TCA. A separate note will be used to inform students of the policy for UC P.E.

activity courses. At the ASSIST web site, for the P.E. department, a note will appear stating the UC policy (as found in the Transfer Guidelines) for "activity courses" including courses we do not give credit for such as "aerobic instructor training" or "fire protection training" or tall flags corps". This note will also appear on the first page of your actual Transfer Course Agreement. The note will read:

Physical Education Activity Courses
We give a maximum of four semester units of credit for Physical Education activity courses (as called "Athletics", "Human Resources", "Adaptive P.E.", etc.) Physical Education Activity courses are not listed on the TCA, however, P.E. Theory or courses that do not fit eighter the Theory or Activity category are listed. Courses of a vocational nature such as Fire or Police Academy Protection Preparation or Aerobic Instructor Training are not considered appropriate for transfer.
The variable Topic courses have also been removed from the TCA and a separate note will be used to explain the policy for these types of courses. Departments that are not eligible to offer Variable Topics courses will be identified. The note will appear with the department on-line and on the first page of the paper copy. The practice for all campuses is to give credit for these courses after admission because the information the student must present usually is not available until then. Credit is granted after a UC evaluator determines the course is transferable. The note will read:

Variable Topics Courses
These course are also called ("Independent Studies", "Special Studies", "Special Topics", "Internships", etc.) Credit for variable topics courses is given only after a review of the topic for the course by the enrolling UC campus. The usually occurs after transfer and may include recommendations from faculty. We will not give credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of the credit restrictions in those areas.

Some other minor changes have occurred, such as the location of the comments and notes. These have either been changed to footnotes or will appear directly under the course prefix, title, and unit fields. A *Frequently Asked Questions* (FAQ) page will be available at the ASSIST website www.assist.org to explain the "ea" following the units of a course, as well as the "UC" and "IGETC" areas rather than having these appear on each page.

Appendix C Directions for Revising the TCA

DIRECTIONS FOR REVISING THE UC TRANSFERABLE COURSE AGREEMENT

UNIVERSITY OF CALIFORNIA - OFFICE OF THE PRESIDENT
DIRECTIONS FOR REVISING THE UC TRANSFERABLE COURSE AGREEMENT

1) We will only review courses for the current academic year (2000-2001). Materials pertaining to courses proposed for a later time will be kept on file and will not be included with the 2000-2001 academic year update.

2) We compare the course numbers, titles, and unit values stated in your most recent catalog with the current TCA, unless you inform us of a change or a problem. We recommend that you compare the course number, title, and unit information in your catalog with that of the TCA to make sure there are no discrepancies. Since your catalog is the primary source of course information for articulation, its accuracy is critical.

3) Outlines should be submitted only for those courses that are new, or have undergone significant content or prerequisite changes and that you and your faculty think are appropriate for UC transfer credit. (Please see attachment II for descriptions of specific types of courses). Outlines should clearly state the prerequisite of a course, its purpose and content, the method of evaluation (ie. assignments), required text(s), and laboratory work where appropriate. We realize that the readings used in a course may differ from term to term, so we request only that outlines include representative texts.

- New courses submitted must have been formally approved by your college's curriculum committee - we cannot accept "draft" outlines.
- If a new course has an "honors" version, as well as a "regular" one, we need information covering both courses.
- If a course has undergone several successive changes, only the most recent outline should be submitted.
- **Outlines should be current, not more than five years old.**

  Outlines for courses that are "cross-referenced" among different subject areas (e.g. Psych 10 is the same as Soc 10) need to show all departments in which the course is offered. This is especially important in cases where a normally transferable course is cross-referenced in a normally NON-transferable area (e.g. Human Dev. 20 is the same as Early Childhood Ed. 20).

4) Any correspondence or information sent to us since your college's last TCA update has been kept on file and will be incorporated, as appropriate, in this year's update. There is no need to resubmit such materials, unless it has changed substantially.

In general, we urge you to send us information about any special circumstances that exist in your curriculum that we need to be alerted to (e.g. a course appropriate for transfer may be listed in your catalog with a nontransferable course number).

We are providing a copy of your college's existing UC Transferable Course Agreement (TCA). **Notice that it contains only those courses at your institution that are transferable to the University of California.**

On the enclosed copy of your TCA, **indicate in red** (do not retype, zerox double-sided or staple the TCA when submitting to our office):

1. Any courses that have been removed from your curriculum should be deleted from the TCA. If a course appears in your current catalog we consider it "active" (although it may not be taught at present or may be deleted the following year.) Remember if a course does not appear on your TCA, your student will not receive credit for it.

2. Any courses that have been added to your curriculum since your last review. For articulation purposes, "new courses" includes existing courses which have recently undergone substantial prerequisite or content changes.
(SEE ATTACHED SHEET FOR EXAMPLES)

3. Any course title, number, and/or small unit value changes. Since these changes are technical in nature, course outlines do not need to be submitted for review.
(SEE ATTACHED SHEET FOR EXAMPLES)

The revisions you make to the enclosed TCA will serve as our working copy for your update. Please review the examples that follow, and be as thorough as possible in revising your TCA as it will expedite our review. Your assistance with this process is greatly appreciated.

PLEASE NOTE:
Although we may approve a course for transfer credit, the course will not appear on your TCA or Web ASSIST unless you've submitted the course to the ASSIST Coordination Site prior to your TCA update.

Appendix D

Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

Academic Senate
Of
The California State University

November 7, 1986

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet as one of several standards, the criterion of having a bridging function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the three segmental Academic Senates have identified expected entry level competencies (e.g., English, mathematics, natural science), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but will instead require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum, reference to entry level expectations will be useful in helping to define baccalaureate level coursework.

Various graduation expectations, such as those expressed in (1) the goals of general education (2) the objectives of the various majors, (3) the standards for competency, and (4) such generalized expectation as intellectual growth also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate course in way which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

Criteria for Determining Baccalaureate Level Courses

The significant elements involved include institutional issues, the course expectations, and the pedagogy employed. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate level course; rather they are designed as aids to the process of making that determination. Thus, they suggest the kinds of considerations that must underlie a determination of course level but they do not define a rigid and objective

standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curriculum review processes.

Institutional Issues

(1) The course is to be taught by a qualified instructor, judged by peers to be competent in the subject matter.
(2) Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
(3) The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
(4) Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

Course Expectations

(1) The course is presented in a manner that requires of students:
    a. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any for that course;
    b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
    c. the capacity to think critically and to understand and apply concepts.

(2) The course:
    a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
    b. requires the student to continue development of communication skills appropriate for higher education.
(3) Coursework that:
    a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
    b. Enhances understanding of occupational and professional fields usually requiring experience in higher education a prerequisite to employment in such field may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
    b. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such field may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.
    c. Is remedial or college preparatory shall not be considered baccalaureate level.

Pedagogy Employed

(1) There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives
(2) The method of evaluation of student performance is courses shall discriminate among levels of attainment as appropriate to both entry and expectations.

(This document was approved by the Academic Senate CSU in May 1987.)

Appendix E CSU Baccalaureate List

03/02/2001 CSU Baccalaureate Level Course List by Department Page 1
Pasadena City College
00-01

Course	Title	Semester Units
Accounting		
ACCTG 1A	Accounting	4
ACCTG 1B	Accounting	4
Administration of Justice		
ADJUS 10	Introduction to the Administration of Justice	3
ADJUS 12	Concepts of Criminal Law	3
ADJUS 14	Legal Aspects Evide	3
ADJUS 16	Prin Pro Justic Sys	3
ADJUS 18	Community Relations	3
ADJUS 19	Prin Investigation	3
ADJUS 22	Concepts Enforce Se	3
Anatomy		
ANAT 25	General Human Anatomy	4
Anthropology		
ANTHR 1	Physical Anthropology	3
ANTHR 1L	Physical Anthropology Laboratory	1
ANTHR 2	Cultural Anthropology	3
ANTHR 3	Introduction to Archaeology	3
ANTHR 4	Anthropology of Religion, Magic, Witchcraft	3
ANTHR 20	Independent Study	1
ANTHR 30	Anthro Fld Studies	2
ANTHR 31	Mexican and Chicano Culture	3
Arabic		
ARBIC 1	Elementary Arabic	5
ARBIC 2	Elementary Arabic	5
Architecture		
ARCH 10A	Architectural Design Fundamentals	3
ARCH 10B	Architectural Design Fundamentals	3
ARCH 11	Introduction to Architecture	2
ARCH 12A	Visual Communications I	3
ARCH 12B	Visual Communications II	3
ARCH 14	Mat and Proc of Con	2
ARCH 20A	Architectural Design	6
ARCH 20B	Architectural Design	6
ARCH 22A	Architectural Pract	5
ARCH 22B	Arch Practice	5

Appendix F CSU G.E.-Breadth List

03/02/2001 **CSU GE Certification Course List By Department** Page 1

Sierra College

00-01

Course	Title	Smstr Units	Cert Area	Date Apprvd	Date Rmvd
Administration of Justice					
ADM.JUS. 50	Introduction to Administration of Justice	3	D2 D4	F90 F90	
Anthropology					
ANTHRO. 1	Physical Anthropology	3	B2	F81	
ANTHRO. 1L	Physical Anthropology Laboratory	1	B2 B3	F93 F93	
ANTHRO. 2	Cultural Anthropology	3	D1	F94	
(Formerly: ANTHRO. 2A Prior to: F94)					
ANTHRO. 2A	Cultural Anthropology	3	D1 D2 D6 D7 D8	F81 F81 F81 F81 F81	S94 S94 S94 S94 S94
ANTHRO. 4	Indians of North America	3	D1 D3	F81 F81	
ANTHRO. 5	Introduction to Archaeology	3	D1	S92	
ANTHRO. 7	Indians of California	3	D1 D3	F95 F95	
ANTHRO. 9	Magic, Witchcraft, Ritual, Myth and Religion	3	D1	F91	
Applied Art and Design					
ART/DES. 12	Visual Communication	3	C1	F96	
(Same as: COMM.ST. 12)					
ART/DES. 60	Intro To Graphic Design	3	C1	F95	
(Formerly: ART 60 Prior to: F94)					
Art					
ART 1A	History of Ancient to Romanesque Art	3	C1	F81	
ART 1B	History of Gothic to Mid-Nineteenth Century Art	3	C1	F81	
ART 1C	Modern Art History	3	C1	F94	
ART 1D	Art of World Cultures	3	C1	F95	
ART 4A	Drawing	3	C1	F82	
(Formerly 2 units prior to SU00)					
ART 4B	Drawing	3	C1	F95	
(Formerly 2-3 units prior to SU00)					

Appendix G Proposed Additions to CSU G.E. List

The California State University Office of the Chancellor
Memorandum

To: Presidents, Institutions Participating in Certification of California State University General Education-Breadth Requirements

Date: November 15, 2000

Reply Requested By January 22, 2001

From: David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Subject: Request for Update of CSU General Education-Breadth Certification Lists: Additions and Changes of Area Designation

Coursework certified in accordance with Executive Order 595 on CSU General Education-Breadth requirements is accepted by all CSU campuses toward their undergraduate general education requirements. Consistent with the provisions of E.O. 595, we are asking that your institution convey to us proposed additions to your institution's list of courses certified to meet CSU General Education-Breadth requirements. We are also asking that any proposed changes of area designation for courses already on the certification list be conveyed at the same time. Technical changes and deletions of courses from the list will be handled through ASSIST.

Guidelines for 2001-02 Update of the Certification List

1. Courses proposed for addition to the list and courses proposed for different General Education-Breadth areas from those currently showing on the list should be accompanied by **courses outlines** of sufficient detail to allow a faculty review group to evaluate the congruence of the courses with General Education-Breadth objectives. If the course is being proposed simultaneously for the Intersegmental General Education Transfer Curriculum (IGETC) and the outline has been submitted in the IGETC update process, a duplicate course outline should not be submitted for the General Education-Breadth process, but the course should be clearly identified on the General Education-Breadth update summary form. Course outlines must include examples of required texts or readings; this information is important to the faculty review process.

2. The scheduling of the General Education-Breadth course List update is intended to facilitate linkage with the IGETC update process and to accommodate typical catalog printing cycles. We expect to be able to notify certifying institutions of the disposition of newly proposed courses and category modifications by the end of April 2001. *College catalogs should not indicate applicability of proposed courses to CSU General Education-Breadth requirements until the CSU Office of the Chancellor has notified the college that the review subcommittee of the CSU Advisory Committee on General Education has affirmed their inclusion on the list.*

Presidents, Participating Institutions
November 15, 2000

3. Please use the attached form to list the proposed courses added and courses for which the area designation is to be changed.

- Please specify at the top of the first page the campus official responsible for the annual General Education-Breadth certification list update and his or her title, telephone number, fax number, and e-mail address.

- Please leave the shaded column blank.

- Please use Department Codes (i.e., course prefixes) used are identical to Department Codes used on official college transcripts for your institution and that have been reported to the ASSIST coordination site. This will allow electronic evaluation of the completion of certified Education-Breadth coursework in the future. The Department Code may have a maximum of 7 characters, including embedded blanks.

- The General Education-Breadth area column should be used to identify the area or areas for which a course in the "additions" section is being proposed. Please use the codes in
- Attachment A to E.O. 595 (also attached here).

- The next-to-last column in the "additions" section should be used to identify courses that have been accepted or simultaneously proposed for the IGETC. Please enter the IGETC area or areas for which the course is accepted;. if it is being proposed for an IGETC area or areas, please enter the proposed area(s) and the letter "P."

- Please specify the first term for which an addition or change of area designation is to be effective for certification purposes. Ordinarily, additions and changes should be effective fall 2001. Please attach a brief explanation if an earlier date is requested. In no case can an addition or change of area be certified for a date preceding the effective date of the course outline.

- The CSU General Education Advisory Committee has asked that proposed updates of the CSU General Education-Breadth lists be forwarded with the same signatures as proposed updates of the IGETC list. The summary form now has places for those signatures. If the people who need to sign will be unavailable in January, please complete the summary form before the holiday season.

4. A ".pdf" version of the summary form, which can be downloaded from the Internet, filled out, and printed, is available. You will need an Internet browser and Adobe Acrobat Reader to take advantage of this. (Adobe Acrobat Reader is free.) If you are submitting more than five courses for addition to the list or more than two courses for changes of area, you can fill out, print, and clear the form repeatedly. Please have the printed copy signed and sent to us (see [6] below).

The address for obtaining the form electronically is http://www.gateway.calstate.edu/GE-Breadth.

5. Each course outline should specify (at the top of the first page of the outline) the institution's name and the General Education-Breadth area(s) for which the course is being proposed.

6. Please send the summary list and course outlines no later than **January 22, 2001**, to:

Dr. Jolayne Service
Dean, Academic Program Planning
Office of the Chancellor
The California State University
401 Golden Shore, 6th Floor
Long Beach, California 90802-4210

Questions

Questions about the certification process should be addressed to Dr. Service by telephone at (562) 951-4723 or by electronic mail to jo@calstate.edu.

We are grateful for the conscientious participation of your faculty and staff in this process.

Attachments

cc: Vice Presidents, Instruction-Participating Institutions
Vice Presidents, Student Affairs-Participating Institutions
Articulation Officers-Participating Institutions
General Education-Breadth Contact Persons-Participating Institutions
Chairs, Curriculum Committees-Participating Institutions
CSU General Education-Breadth Contacts
CSU General Education Advisory Committee
ASSIST Coordination Site

Appendix H IGETC Criteria

CRITERIA

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

All courses offered toward satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum (IGETC) must be baccalaureate level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit toward the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

Subject Area: English Communication
(3 courses; 9 semester or 12-15 quarter units)*

The English Communication requirement shall be fulfilled by completion of three semesters, or nine units, of lower-division courses in English Reading and Written Composition (1 course), Critical Thinking-English Composition (1 course), and Oral Communication* (1 course).

Successful completion of the course in Reading and Written Composition shall be prerequisite to the course in Critical Thinking-English Composition. The second semester of English Composition required by the University of California may be met by those courses in Critical Thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English Composition requirement.

At least one course shall be completed in the Arts and one in the Humanities. Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester or 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in Mathematics or Statistics above the level of Intermediate Algebra, with a stated course prerequisite of Intermediate Algebra. Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in Statistics must emphasize the mathematical bases of Statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Subject Area: Arts and Humanities
(at least 3 courses; 9 semester or 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester or 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop an understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities, and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Subject Area: Physical and Biological Sciences
(at least 2 courses; 7-9 semester or 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

OTHER

Language Other Than English**

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

* Students transferring to UC do not have to meet the Oral Communication requirement.
** Students transferring to CSU do not have to meet the requirement of proficiency in a language other than English.

Appendix I Check List for 2001-2002 IGETC Proposed Update

- All proposed updates must be post-marked by Friday, December 18, 2000. No revisions, corrections or updates will be accepted after this date
- Only courses transferable to both the UC and the CSU should be included on the Update form.
- Proposed courses should be listed using the format illustrated on the IGETC Proposed Update. For each course listed, enter the course prefix and number, title, and unit value. This information should be consistent with that on the TCA.
- List courses in alphabetical order within each subject area. It is not necessary to list subject areas for which there is no submission.
- The Update form submitted to UC and CSU must include the required signatures.
- Courses that are listed in more than one subject area must be marked with an asterisk (*). For example, if History 10 is listed in both Area 3 and Area 4, History 10 should have an asterisk (*).
- Courses with **credit limits to UC or CSU** should be identified with a **plus (+) sign.**
- Courses that have *both* credit limits and are listed in more than one subject area must be marked with both * and a + sign.
- Science courses with a laboratory component should be underlined. Laboratory courses separate from the lecture course should be underlined.
- Please use the notation "Same as ___" to identify courses that are listed under another prefix or number. Be sure to add the appropriate (*) or (+) notations if necessary (see above). For example:
- DRAM 1, History of Dramatic Literature (same as ENGL 2)
- Course outlines must be submitted for all proposed courses. Numbers and titles on outlines **must correspond exactly** to those listed on the Update form. If course outlines are not submitted, the course will not be reviewed. Course outlines must list the titles and dates of the required texts and examples of appropriate readings. Please organize your outlines in the order in which they are listed on the Update. The college name should be clearly noted on the front page of each outline. Original copies are not required, but since outlines may have to be reproduced, we request that copies be near original quality. The outlines must be in English. The outlines should be typed or word processed for clarity. It the outline cannot be read, the course will not be reviewed.

- Please highlight prerequisites on the course outlines.

- Courses proposed for the IGETC must have a minimum unit value of 3 semester or 4 quarter units. Science courses with a laboratory should be a minimum of 4 semester/5 quarter units in value. If the laboratory is offered separately, the combined total of the lecture and laboratory should equal at least the minimum of 4 semester/5 quarter units.

- Please leave a one-inch margin on both sides of each page of the Update and include the name of the college and the page number on the upper right corner of each page.

An original course list and complete set of outlines should be sent to **both the CSU and UC segmental offices** at the following address:

Ms. Louise Randolph
Principal Articulation Analyst
Outreach, Admission, and Student Affairs
University of California Office of the President
1111 Franklin Street, 9th Floor
Oakland, CA 94607-5200

Mr. Ross Miyashiro
Assoc. Director of Transfer Services
Office of the Chancellor
The California State University
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Questions can be directed to:
Louise Randolph, University of California, at louise.randolph@ucop.edu or
Ross Miyashiro, California State University, at rmiyashior@calstate.edu.

Appendix J IGETC Update Form

**********(Leave a one-inch margin at left and right of each page.)*********

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

1999-2000 PROPOSED UPDATE

COMMUNITY COLLEGE_____

Instructions: Only courses that are transferable to both the UC and CSU may be used to meet IGETC requirements. The list of courses proposed by you community college for completion of the IGETC should follow the format outlined below and include the requirements for each subject area, course prefix and number, course title, and unit value.

PROPOSED ADDITIONS (NEW COURSES AND RESUBMISSIONS) BY IGETC SUBJECT AREA:
(Courses selected for illustration purposes only.)

AREA 1 – ENGLISH COMMUNICATION (3 courses, 9 semester /12-15 quarter units)

GROUP A: ENGLISH COMPOSITION (1 course, 3 semester/4-6 quarter units)

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

GROUP B: CRITICAL THINKING – ENGLISH COMPOSITION (1 course, 3 semester/4-5 quarter units). Courses must have English composition as a prerequisite.

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

GROUP C: ORAL COMMUNICATION (1 course, 3 semester/4-5 quarter units)

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

College Name_____

Page Number _____

AREA 2 – MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING

(1 course, 3 semester/4-5 quarter units). Prerequisite of Intermediate Algebra required.

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

AREA 3 - ARTS and HUMANITIES

(At least 3 courses, 9 semester/12-15 quarter units).
At least one course from the Arts and one from the Humanities.

HUMANITIES COURSES:

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

AREA 4 - SOCIAL and BEHAVIORAL SCIENCES

(At least 3 courses, 9 semester/12-15 quarter units)
Courses from at least two disciplines or an interdisciplinary sequence.
(List courses in alpha order by discipline, e.g., Anthropology, Economics, History)

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES

(At least 2 courses, 7-9 semester/9-12 quarter units)
One Physical Science course and one Biological Science course; at least one must include a laboratory.

PHYSICAL SICENCE COURSES:
Please underline all course with a laboratory component.

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

College Name_____

Page Number_____

BIOLOGICAL SCIENCE COURSES:

Please underline all courses with a laboratory component

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

LANGUAGE OTHER THAN ENGLISH

List only those courses that meet the proficiency level of 2 years of high school study in the same language.

COURSE PREFIX & NUMBER	COURSE TITLE	UNITS

* Course may be listed in more than one area, but shall not be certified in more than one area.

\+ Indicates that transfer credit may be limited by either UC or CSU, or both. Students should consult with a counselor for additional information.

NAME AND TITLE OF IGETC CONTACT PERSON:

PHONE NUMBER: _____ DATE:_____

SIGNATURES:_____

Vice President/Dean of Instruction *President, Academic Senate*

Curriculum Committee Chair

Submit original list to CSU and UC

Appendix K Sample Course-to-Course Agreement

8/7/2001 **Articulation Agreement by Department** **Page 1**
Effective during the 00-01 Academic Year
To: Cal Poly San Luis Obispo **|From: Napa Valley College**

00-01 General Catalog		**Quarter**	**|00-02 General Catalog Semester**		
			====Chemistry====		
CHEM 110	World of Chemistry-Essentials	(4)	|CHEM 120	General Chemistry 1 CSU Cert: B1, B3 IGETC: 5A	(5)
OR					
CHEM 111	Survey of Chemistry	(5)			
OR					
CHEM 124	General Chemistry for the Engineering Disciplines	(4)			
OR					
CHEM 127	General Chemistry	(4)		02/03/99	
CHEM 124 **&**	General Chemistry for the Engineering Disciplines	(4)	|CHEM 120 **&**	General Chemistry 1 CSU Cert: B1, B3 IGETC: 5A	(5)
CHEM 125	General Chemistry for the Engineering Disciplines	(4)	|CHEM 121	General Chemistry 2 CSU Cert: B1, B3 IGETC: 5A	(5)
OR					
CHEM 127 **&**	General Chemistry	(4)			
CHEM 128 **&**	General Chemistry	(4)			
CHEM 129	General Chemistry	(4)		02/03/99	
CHEM 125	General Chemistry for the Engineering Disciplines	(4)	|CHEM 121	General Chemistry 2 CSU Cert: B1, B3 IGETC: 5A 02/03/99	(5)
CHEM 216	Organic Chemistry I	(5)	|CHEM 240	Organic Chemistry 1 CSU Cert: B1, B3 IGETC: 5A 02/03/99	(4)
CHEM 217	Organic Chemistry II	(5)	|CHEM 241	Organic Chemistry 2 CSU Cert: B1, B3 IGETC: 5A 02/03/99	(4)

Appendix L
Sample Lower-Division Major Preparation Agreement

8/7/2001 **Articulation Agreement by Major** **Page 1**
Effective during the 00-01 Academic Year
Based on the 99-00 UC Transfer Course Agreement

To: UC Berkeley **|From: Diablo Valley College**

99-01 General Catalog **Semester | Semester**

====Physics, Lower Division A.B. Requirements====

College Admission Requirements for Transfer Students :

This major is offered by the College of Letters and Science (L&S). You must complete either: (1) the L&S Essential Skills Requirements (Reading & Composition, Foreign Language, and Quantitative Reasoning) or (2) IGETC **by the end of the spring term that precedes fall enrollment at Berkeley.**

In addition, you must prepare to undertake upper division courses in your intended major. **Complete as many lower division major requirements as possible before transfer (see below).** In general, strength of academic preparation and grade point average are the primary selection criteria for admission.

For more information, see the UC Berkeley General Catalog (in print or on the web at: www.berkeley.edu).

01/31/01

	MATHEMATICS		07/15/97
MATH 1A	Calculus	(4)	|MATH 192 Analytic Geometry and Calculus I (4) 08/02/95
MATH 1B	Calculus	(4)	|MATH 193 Analytic Geometry and Calculus II (4) 08/02/95
MATH 53	Multivariable Calculus	(4)	|MATH 292 Analytic Geometry and Calculus (4) 08/02/95
MATH 54	Linear Algebra and Differential Equations	(4)	|MATH 194 & Linear Algebra (3) |MATH 294 Differential Equations (3) | 08/02/95

PHYSICS 07/15/97

PHYSICS 7A	Physics for Scientists (4) and Engineers	PHYS 130 Physics for Engineers and Scientists (4) 03/21/99
PHYSICS 7B	Physics for Scientists (4) and Engineers	PHYS 230 Physics for Engineers and Scientists (4) 3/21/99
PHYSICS 7C	Physics for Scientists (4) and Engineers	PHYS 231 Physics for Engineers and Scientists (4) 3/21/99

Physics, Lower Division A.B. Requirements (continued) Note: this institution may cover the topics in Berkeley's Physics 7ABC series in a different order. Students who transfer before completing courses comparable to the entire 7ABC series may need to enroll in Berkeley's Physics 49 in order to make the transition to the next course in the series. 07/15/97

Recommended: CHEM 1A-1B or a substantial high school chemistry course 07/15/97

CHEM 1A	General Chemistry (4)	CHEM 120 General College Chemistry (5) 01/25/96
CHEM 1B	General Chemistry (4)	CHEM 121 General College Chemistry (5) 01/25/96

Note: Those not familiar with a computer programming language are urged to include an introductory course in Computer Science. 07/15/97

The courses cited above have been officially accepted by this major and approved by both a Berkeley advisor/faculty member and Berkeley's articulation coordinator. 09/30/98

Appendix M E.O. 167

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
5670 Wilshire Boulevard
Los Angeles, CA 90036
January 26, 1973
TRANSFER OF CREDIT

Executive Order #167

This Executive Order is issued pursuant to Section 40601 (n) of Title 5 of the California Administrative Code and is effective in connection with applications for admission from undergraduate transfers seeking to enroll in the fall 1974 term and thereafter.

General Policy. Courses which have been developed and are recommended by the faculty of a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution shall be accepted by any campus of The California State University and Colleges for credit toward its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfies the requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit insofar as it meets any qualifications which may be associated with elective provisions, such as course level, distribution among disciplines, or type of course. Courses presented by transfer applicants which were completed at unaccredited institutions or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptability and applicability shall be determined by appropriate campus authorities.

Procedures: Courses offered by general purpose baccalaureate granting institutions can be assumed generally to be considered as appropriate for baccalaureate credit by that institution unless specifically identified as serving some other purpose. However, in the case of mufti-purpose institutions such as community colleges, a determination must be made as to the purpose, which each course serves. Courses from accredited institutions such as community colleges, a determination must be made as to the purpose which each course serves. Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would not be acceptable to designate a course as being of baccalaureate level for The California State University and Colleges or for particular fields of study.

The following procedures will govern the treatment of transfer credit for degree and admission purposes, particularly with reference to transfers from the California Community Colleges:

1. Only those courses which are certified or otherwise identified as baccalaureate courses shall be used in determining eligibility for admission as an undergraduate transfer.

2. Following determination of eligibility for admission, appropriate campus authorities shall review these course in conjunction with the applicants' (students') degree objective to determine the extent to which they meet particular requirements and qualifications. Courses not otherwise applied shall be acceptable as general electives to the extent that the particular degree objective permits.

3. A particular California State University or College campus may, at its discretion, accept courses which have not been certified or identified as baccalaureate level after admission eligibility has been determined if, in its judgment, these courses are applicable to a particular baccalaureate degree program.

4. In the case of two-year colleges, other institutions not offering the baccalaureate, and special-purpose baccalaureate-granting institutions, explicit certification of baccalaureate level is required. Wherever such certification is not provided, each of The California State University and Colleges campuses shall evaluate an applicant's record on the basis of the best information available and exercise its judgment as to the transferability of each course.

5. Certification by accredited institutions may take any of the following forms:
   a. A legend in the catalog (or similar official publication) or on the transcript of record indicating those number series which designate baccalaureate level courses.
   b. A list of those courses (or groups of courses) offered by the college which are baccalaureate level, enclosed with each transcript of record. Such a list must correspond to an appropriate catalog statement.

6. A joint California Community Colleges-California State University and Colleges Transfer Credit Review Board shall be established. The California State University and Colleges' membership on this Board shall consist of five members from the faculties, one campus Director of Admissions and a staff member from the Office of the Chancellor. Terms shall be for two (2) years after initial provision is made for staggered membership. The Board shall become operative when an equal number of members is appointed by the Chancellor of the California Community Colleges.

7. In any issue concerning course transferability, ft shall be the policy of The California State University and Colleges to accept the recommendation of the Transfer Credit Review Board.

8. Review may be requested by an officer of any campus in either segment, or by the Chancellors. Requests for Board Review must be presented in writing. The California State University and Colleges officials shall cooperate fully with the Board in the conduct of its duties.

9. In order that the likelihood of student hardship is minimized any certified course under challenge shall be accepted if the student offering it enrolled in the course prior to the filing of the challenge and provided that said student has remained in continuous attendance in any California Community College or in any combination of California Community Colleges and California State University and Colleges' campuses.

10. If it is not possible for the Board to obtain sufficient information to take action on a particular course, that course shall be treated subsequently as if it were not certified and the individual campus shall exercise its authority under No. 3 above.

11. Insofar as these procedures relate to the transfer of credit from California public community colleges, they shall be effective with applications for admission to the fall 1974 term and thereafter involving applicants seeking to transfer from California public community colleges which meet the provisions of Item #4 and #5 above and which are willing to abide by recommendations of the Transfer Credit Review Board in the same manner as The California State University and Colleges.

Dated: January 26, 1973
Glenn S. Dumke, Chancellor
No. 167, Transfer of Credit

Appendix N E.O. 595

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 08082-4275

Executive Order No.:	595
Title:	General Education-Breadth Requirements
Effective Date:	January 1, 1993
Supersedes:	Executive Order No.338,342

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

I. Scope and Purpose

This Executive Order is intended to establish a common understanding about CSU General Education Breadth Requirements (pathway A below) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education-Breadth Requirements is also addressed in this Executive Order.

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfill general education requirements of the CSU:

A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.

B. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.

B. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution ' s particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.

2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.

3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.

4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.

5. Considering the possibility of incorporating integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.

6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.

7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

8. Considering possibilities for activity as well as observation in all program subdivisions.

B. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

C. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

D. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

III. Objectives of CSU General Education-Breadth Requirements

General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

A. will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;

B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;

C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

V. Distribution of General Education-Breadth Units

Every baccalaureate graduate who has not completed the program specified in Subsection B or C of Section I above shall have completed the program described in Subsections A through E below, totaling a minimum of 48 semester units or 72 quarter units. At least nine of these semester units or twelve of these quarter units must be upper-division level and shall be taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of units required be less than 48 semester units or 72 quarter units. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women.

A. A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

B. A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived?
In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

C. A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation

in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student' s better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

D. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

E. A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campus wide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior level transfer student.

B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the campus level prior to initiating the request. A full academic justification shall be submitted to the Senior Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

A system wide Advisory Committee on General Education is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of the California State University. Liaison membership from the instructional faculty of the California Community Colleges may be included as well. The responsibilities of this committee will be as follows:

A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy to ensure high quality general education.

B. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.

C. To review the implications of CSU General Education-Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.

D. To report as appropriate to the Chancellor and the Board of Trustees.

The Chancellor or the Senior Vice Chancellor, Academic Affairs, may from time to time request the committee to address and provide advice on other issues related to development and well-being of General Education Breadth policy and programs in the California State University.

VIII. Certification by Non-CSU Regionally Accredited Institutions of Transfer Students' Fulfillment of CSU General Education-Breadth Requirements

A. Premises

1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

3. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

B. Conditions for Participation

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section III of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.

a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (cf. Subsections A-5 and A-7 of Section [1).

c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.

3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)

b. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

c. As of the effective date of this executive order, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after the effective date of this executive order, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory

Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community who have relevant expertise. The subcommittee may refer decision on acceptance of Executive Order No. 595 the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.

d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.

e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for reapproving entries that are found to have remained appropriate and for directing to the subcommittee of the Advisory Committee on General Education any questions such updating of the courses may have raised as to their congruence with CSU General Education-Breadth areas and objectives.

4. The participating institution shall report certification for individual students in a format to be specified.

C. Acceptance of Certification

CSU campuses shall accept full certification or subject-area certification, as defined below, by participating institutions. Students admitted to a CSU campus with full certification may not be held to any additional lower- division general education requirements; students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified. Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections m and V. The units must be distributed as follows, except as specified in Subsection 3 below:

a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication and critical thinking.

b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component and mathematics/quantitative reasoning.

c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).

d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. In Area E, no fewer than three semester units (4-5 quarter units).

2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:

a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not he certified as meeting more than one subarea for any given student.

b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component-and mathematics/quantitative reasoning. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.

c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).

d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. For Area E, no fewer than three semester units (4-5 quarter units).

3. Exceptions to restrictions above may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.

2. A CSU campus need accept as certified for a given subject area no more than the minimum numbers of units specified in Subsections A through E in Section V above.

3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.

6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.

IX. Lower-Division General Education Reciprocity Among CSU Campuses

A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety shall be recognized as fulfilling all lower division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.

B. Lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

D. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower division general education requirements in each subject area, and shall provide official documentation of such completion.

November 20, 1992
Barry Munitz, Chancellor

ATTACHMENT A

Designations for Subject Areas and Objectives **Executive Order No. 595**

Area A:	Communication in the English Language and Critical Thinking References: Sections V-A, VIII-C-1-a, VIII-C-2-a	
	Oral Communication	A1
	Written Communication	A2
	Critical Thinking	A3
Area B:	Physical Universe and Its Life Forms References: Sections V-B, VIII-C-1-b, VIII-C-2-b	
	Physical Science	B1
	Life Science	B2
	Laboratory Activity	B3
	Mathematics/Quantitative Reasoning	B4
Area C:	Arts, Literature, Philosophy and Foreign Languages References: Sections V-C, VIII-C-1-c, VIII-C-2-c	
	Arts (Art, Dance, Music, Theater)	C1
	Humanities (Literature, Philosophy, Foreign Languages)	C2
Area D:	Social, Political, and Economic Institutions and Behavior; Historical Background References: Sections V-D, VIII-C-1-d, VIII-C-2-d	
	Anthropology and Archeology	D1
	Economics	D2
	Ethnic Studies*	D3
	Gender Studies*	D4
	Geography	D5
	History	D6
	Interdisciplinary Social or Behavioral Science	D7
	Political Science, Government, and Legal Institutions	D8
	Psychology	D9
	Sociology and Criminology	D0
Area E:	Lifelong Understanding and Self-Development References: Sections V-E, VIII-C-1-e, VIII-C-2-e	E

*Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.

Appendix O E.O. 405

Executive Order No.: 405

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, CA 90802

Executive Order: 405

Title: Graduation Requirements in United States History, Constitution and American Ideals

Effective Date: November 15,1982

Supersedes: No Prior Executive Order

This Executive Order is issued pursuant to Section 40404 of Title 5 of the California Administrative Code. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This Executive Order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

I. Content of Course and Examination Designated as Meeting Requirements of Section 40404

A. Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.

2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.

3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

B. Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.

2. The rights and obligations of citizens in the political system established under the Constitution.

3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.

4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

II. Certification

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this Executive Order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of The California State University.

III. Procedures for Certification

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342) modified as follows:

1. Certification means that the entire requirement has been met. Partial certification is not authorized.

2. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification for those purposes shall be according to established procedures for those purposes (see Executive Orders 167 and 342).

3. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 342 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this Executive Order.

IV. Disputes

When disagreements arise, the procedures in the Chancellor's Executive Order concerning certification of General Education-Breadth Requirements (see Executive Order 342, Part V) shall be utilized to achieve resolution.

V. Effective Date

This Executive Order is effective immediately. Students presently enrolled, however, who enrolled in courses or completed examinations prior to this date, which would have met the requirements of Section 40404 at that time, shall be deemed to have satisfied these requirements.

W. Ann Reynolds, Chancellor
Date: November 15, 1982

Appendix P

The California State University — Office of the Chancellor

Memorandum

To: General Education-Breadth Contacts
Participating Institutions and CSU Campuses

Date: September 25, 1997

From: Jolayne Service, Dean
Academic Program Planning

Subject: Inclusion of Advanced Placement Examinations in General Education-Breadth Certification

The CSU General Education Advisory Committee, which includes representation from the faculty and administration of the CSU and the California Community Colleges, has recommended that the CSU establish a single policy regarding College Board Advanced Placement (AP) examinations that applies to certification of completion of CSU General Education-Breadth requirements by any participating institution. The CSU has accepted the recommendation. **For the fall 1997 term and beyond, all institutions participating in General Education-Breadth certification may treat the AP examinations on the attached list as though they were incorporated in the institutions' own General Education-Breadth certification list.**

Several colleges have included examinations in the Advanced Placement Program in their individual certification lists for many years; some have not had the examinations as distinct components of their lists but have included them indirectly in certifications by equating passage of an AP examination with completion of a course that *is* on their certification list. Thus students who took the same AP examination, achieved the same score, and transferred from different colleges to the same CSU campus might have received in the certification process different amounts of credit for the AP examination towards completion of General Education-Breadth requirements. This anomaly has contributed to uncertainties surrounding the transfer and articulation processes. The Committee's recommendation is designed to eliminate the anomaly.

The Committee asked the Course Review Subcommittee—a CSU/CCC faculty group which reviews all courses and examinations submitted for addition to General Education-Breadth certification lists—to examine materials describing each of the AP examinations and the recommended courses of study in preparation for the examinations. The attached list is the product of the Subcommittee deliberations. It shows, in semester units, the credit towards completion of General Education-Breadth requirements that may be included in any certification for a student who has earned a score of 3, 4, or 5 on a designated AP examination. For several of the AP examinations, the total number of units towards a baccalaureate degree accepted by the receiving CSU campus will be greater than the units indicated in the attachment. CSU campuses

are also free to grant *more* units toward completion of a General Education-Breadth requirement for successful completion of an AP examination than is shown in the attachment. Whether successful completion of an AP examination meets any other baccalaureate degree requirements (e.g., requirements for the major) continues to be determined by the individual CSU campus.

The attached guidelines apply only to students obtaining full or subject-area certification of completion of General Education-Breadth requirements from the college from which they are transferring. Students who transfer without General Education-Breadth or IGETC certification will be subject to the campus-specific general education requirements and campus-specific policies about the role of AP examinations in general education.

Please note that not all AP examinations are approved systemwide for fulfillment of General Education-Breadth requirements, nor can all General Education-Breadth areas be completed by AP examination. For example, the Course Review Subcommittee decided not to include the Studio Art examination in the attached list, and no AP examination is accepted for fulfillment of the Area A3 (critical thinking) requirement.

When additional examinations are added to the AP Program, the Course Review Subcommittee will examine the associated materials and determine whether to add them to this common certification list.

Please share this policy with appropriate advisors and records staff at your institution. If you have any questions about the policy, please call me (562/985-2845) or send me an e-mail message (jo@calstate.edu).

Attachment

cc: Vice Presidents, Instruction—Participating Institutions
Vice Presidents, Student Affairs—Participating Institutions
Vice Presidents, Academic Affairs—CSU Campuses
Chairs, Academic Senate—CCC and CSU
Articulation Officers—Participating Institutions and CSU Campuses
General Education-Breadth Advisory Committee
ASSIST Coordination Site

Advanced Placement Examinations in CSU General Education-Breadth Certification

The following Advanced Placement examinations may be incorporated into certification of completion of CSU General Education-Breadth requirements by any participating institution. Students must have scored 3, 4, or 5 on an Advanced Placement examination listed below to receive the credit indicated. All CSU campuses will accept the minimum units shown below toward fulfillment of the designated General Education-Breadth area if the examination is included in a full or subject-area certification; individual CSU campuses may choose to accept more units than those specified below towards completion of General Education-Breadth requirements. The CSU campus to which the student is transferring determines the total number of units awarded for successful completion of an Advanced Placement examination and the applicability of the examination to other graduation requirements.

AP Subject	*Number of Units Applicable to General Education-Breadth Requirements for Students Obtaining Full or Subject-Area Certification*
Art: History of Art	3 semester units toward Area C1
Biology	3 semester units toward Area B2
Chemistry	6 semester units toward Areas B1 and B3
Economics: Macroeconomics	3 semester units toward Area D2
Economics: Microeconomics	3 semester units toward Area D2
English: English Language & Composition	3 semester units toward Area A2
English: English Literature & Composition	6 semester units toward Areas A2 and C2
French: French Language	6 semester units toward Area C2
French: French Literature	6 semester units toward Area C2
German Language	6 semester units toward Area C2
Government and Politics: United States	3 semester units toward Area D8
Government and Politics: Comparative	3 semester units toward Area D8
History: European History	3 semester units toward Area D6
History: United States History	3 semester units toward Area D6
Latin: Vergil	3 semester units toward Area C2
Latin: Latin Literature	3 semester units toward Area C2
Mathematics: Calculus AB	3 semester units toward Area B4
Mathematics: Calculus BC	3 semester units toward Area B4
Music Theory	3 semester units toward Area C1
Physics B	6 semester units toward Areas B1 and B3
Physics C (mechanics)	3 semester units toward Areas B1 and B3
Physics C (electricity and magnetism)	3 semester units toward Areas B1 and B3
Psychology	3 semester units toward Area D9
Spanish: Spanish Language	6 semester units toward Area C2
Spanish: Spanish Literature	6 semester units toward Area C2
Statistics	3 semester units toward Area B4

Appendix Q

ACRONYMS

- AICCU Accredited Independent Colleges and Universities
- AP Advanced Placement
- ASSIST Articulation System Stimulating Interinstitutional Student Transfer
- CAN California Articulation Number System
- CCCCO California Community College Chancellor's Office
- CIAC California Intersegmental Articulation Council
- CLEP College Level Examination Program
- CPEC California Postsecondary Education Commission
- CSU California State University
- CSUCO California State University Chancellor's Office
- ELM Entry-Level Mathematics Test
- EPT English Placement Test
- ICAS Intersegmental Committee of Academic Senates
- ICC Intersegmental Coordinating Council
- IGETC Intersegmental General Education Transfer Curriculum
- IMPAC Intersegmental Major Preparation Articulated Curriculum
- NCIAC Northern California Intersegmental Articulation Council
- SCIAC Southern California Intersegmental Articulation Council
- TCDA Transfer Center Directors Association
- UC University of California
- UCOP University of California Office of the President
- WASC Western Association of Schools and Colleges/Accrediting Commission

Appendix R

ARTICULATION RELATED WEB SITES

AICCU	www.aiccu.edu
ASSIST	www.assist.org
CAN	www.cansystem.org
California Community College Chancellor's Office	www.cccco.edu/
CIAC Directory of Articulation Personnel	http://enrollment.csusb.edu/articulation/ciac/
CPEC California Postsecondary Education Commission	www.cpec.ca.gov/
California State University	www.calstate.edu
ICAS Intersegmental Committee of Academic Senates	www.academicsenate.cc.ca.us/icas/html/
ICC	www.certicc.org/
IMPAC	www.cal-impac.org
University of California Office of the President	www.ucop.edu/

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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